

The CLEARING HOUSE

A JOURNAL FOR MODERN JUNIOR AND SENIOR HIGH SCHOOLS

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No. 3

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Educating Parents . . . I Teach Children . . . The Beginning Teacher and
the Supervisor . . . High School and College: Some Problems in Articulation

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Editorial and General Office: THE CLEARING HOUSE, Fairleigh Dickinson University, Teaneck, New Jersey
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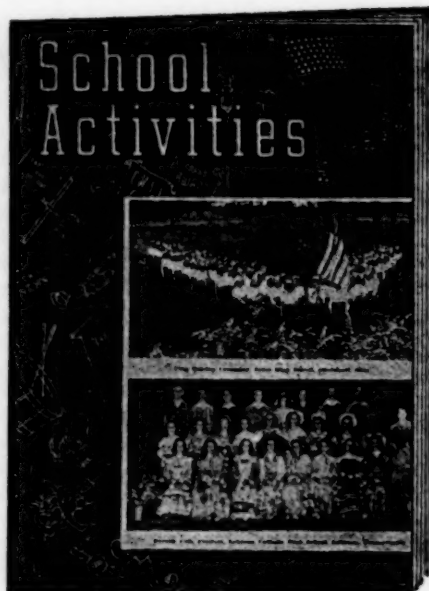
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I TEACH CHILDREN

By WILLIAM PLUTTE

I THINK that my most embarrassing moment took place five years ago, when I applied for my first teaching position. You know how it was, waiting in the outer office, and suddenly the secretary indicated the superintendent was ready to interview me. That long walk through the door, that tremendous desk, behind which was seated the ominous gentleman (at least, it so seemed), and the straight-backed, uncomfortable chair. Enough of reminiscing; let's review the events that led to my present predicament.

Superintendent asked me a number of questions. I think I answered correctly, through my desert-dry mouth. Until he asked, "What do you teach?"

Feeling we were going to move into familiar ground, I replied, "History."

The next several seconds of silence were eerie. Superintendent eyed me scornfully, then slowly pivoting in his leather chair, he pointed to a gold-framed motto hanging from the wall behind him. "That [very slowly] is our system's creed!"

Inscribed, in Old English script, were the three words, "We Teach Children."

I gulped a "Yes, sir" and he turned back to me.

"Always remember, young man; you teach children."

There was no question in my mind that I would never be hired, but a neat little contract arrived three days later, and I was on my way to visit the high school where I would be teaching in the fall semester.

The principal greeted me perfunctorily and invited me into his office.

After a great deal of talk about nothing in general, he popped a question, "What do you teach?"

It was like getting a double serving of filet mignon. I answered, "I teach children, sir!" Caught myself almost rising to a position of attention, with a hand salute thrown in.

Positively beaming, Principal turned his head to view the omnipotent sign (naturally, in smaller letters) behind his chair.

"Yes," he said. "We live by that simple motto, and by George, it is the best!"

Of course, I was in complete accord.

When the school opened, I took my position at the door and eagerly awaited my first class. (My program read "History," but my thoughts ran compatible to the two signs I had read. To teach children was my life.)

My teaching career almost ended the first day. Principal walked into my third-period class. While I was teaching children. That period was programed "U.S. History." We just happened to be discussing the odds on our first football game. Probably he was upset because the school tackles were on all fours illustrating shoulder blocks. And the rest of the class was in a semicircle rooting.

I suppose it wasn't the best classroom situation Principal had ever witnessed. The students weren't learning history, but they were witnessing, closehand, the intricacies of

EDITOR'S NOTE

It's too bad that we can't get away from clichés and stereotypes. They are antisemantic. They are booby traps which our writing should avoid. Eschew the practice of writing "on-going," "child centered," "upgrading," and even "We teach children, not subjects." The author makes a good point. Children are taught, of course, but they are taught something. Mr. Plutte is principal of DeAnza High School, Richmond, California, and a frequent contributor to The Clearing House.

line play usually unseen during regular games. You might say it was a type of laboratory experience. By stretching your imagination.

Without being told, I reported to Principal immediately after school. It was difficult mentally to compose a suitable resignation speech, but I tried.

Principal grunted a salutation, but didn't invite me to sit.

Finally, "You teach children what?"

"History, sir."

"Leave sports to the coaches."

"Yes, sir!"

Principal visited me several times that

year. He always found me teaching children—history. And for four years we had our mutual understanding of our school system's creed. It is possible our affiliations could have gone on for many more years, except that Principal left last year.

I have just come from our first faculty meeting and listened to New Principal. Which is the reason I'm concerned. You see, New Principal was quite emphatic, and dramatic, in stating his stand in support of the system's creed. We all could tell that he meant exactly what he said when he told us, "Your paramount task is to teach children. Never forget that they are entrusted to your hands and their minds will be molded primarily through your setting of patterns. We are not teachers of subjects; we are teachers of children!" (I believe he took the gentle nodding of heads to be acquiescence, rather than the usual dozing, but it encouraged him to go on into further pursuance of the matter.)

Well, that was yesterday, and today school starts. My problem: I should like to have my classes talk about the first football game. School spirit is pretty dead and I think we teachers could help a little. But, I'm not sure if New Principal ends his creed with a period, or a hyphen.



Reading Skills

A pupil in the junior high school may fail to understand what he reads because he is habitually a passive, rather than an active, thinking reader. Help for this pupil may best be given by providing such kinds of guidance as will stimulate him to:

- a. ask questions of himself *before* he reads.
- b. make a conscious effort to relate his reading to his own experience
- c. notice carefully the author's cues to the relationship of ideas expressed

d. adjust his reading approach to the task before him, and

e. summarize and use the information gathered through reading.

Although some may have regarded helping pupils to read better as the particular work of a reading "specialist" it appears to be true that much can be accomplished through emphasis on improving specific reading skills in the day-to-day teaching . . . in all subject areas.—HELEN CASKEY in *Education*.

HOMORTHIC GROUPING— A New Proposal

By J. R. SHANNON

JOHN SHERMAN WAS EASYGOING, patient, and tolerant. Few ideas or proposals in secondary education ever aroused his ire. But there was one issue which always made him see red: homogeneous grouping.

For twenty-six years Dr. Sherman was a professor of secondary education, and in his classes he always denounced homogeneous grouping of any kind. He quoted authorities, propounded theories, and cited statistical data on the subject. He was a prolific contributor to the professional literature of his field, and on one occasion he wrote: "The more that people of all social, racial, economic, and intellectual levels mingle together in schools where class consciousnesses are discouraged, the nearer we shall approach the democratic ideal of a classless society. . . . Stratification on any basis whatsoever has no place in democracy's high school."

EDITOR'S NOTE

We have an acquaintance with homogeneous, heterogeneous, and chronological grouping, but here is a term—homorthic—that is original. It doesn't appear even in our unabridged dictionary. The author deserves commendation for coming up with a new word and a startling idea. He poses the question: Why shouldn't we group students by seriousness of intention? Why shouldn't we have a room for the inattentive, the unco-operative, and the just plain lazy? Until, of course, they shed those qualities. Some say that we've tried all kinds of grouping. Maybe one more attempt might be productive. We suggest that you read J. R. Shannon's proposal with an open mind. He is an educational writer living at Del Mar, California.

Before entering college teaching, Professor Sherman had taught in high school nine years, had been a high-school principal, and had served as a city superintendent. Thus he had a background of experience—and successful experience it was, too—for his career in college teaching of education. Mr. Sherman was particularly proud of his competence as a disciplinarian. He had a way of commanding the respect of pupils and establishing rapport with them so that problems of classroom control simply did not arise. In fact, he was the first principal in twenty-five years who was not run out at the end of one term by the rowdies in a high school in the limestone belt of southern Indiana.

Mr. Sherman retired in 1953, just as the deluge of kids from the 1939 and 1940 salutation of birth rate started becoming a major problem in secondary schools. The last few years before retiring, his visits to six junior high schools in two different cities, for the purpose of supervising student teaching, convinced him that a new problem in school control was clouding the horizon. He was seeing things he had never seen before.

Then in 1956 John Sherman was called in to a private military academy to substitute two months for a teacher who had to be out for surgery. By that time the bounteous crop of kids of 1939 and later were dominant through all grades from seven through twelve. In his classes and all through the academy things were happening which Mr. Sherman would not have thought possible a generation earlier. Also, friends of his in schools elsewhere over the nation brought him reports of atrocious pupil behavior which made his own recent

observations and experiences look bland. A new age was on in American secondary education.

John Sherman is not the only man to observe the changed situation. William G. Carr, for example, in the foreword to "Teacher Opinion on Pupil Behavior, 1955-56" (National Education Association *Research Bulletin*, Vol. XXXIV, April, 1956) said that "the situation in certain types of homes, schools, and communities is alarming. . . . In some communities and schools the confusion resulting from misbehavior makes effective teaching difficult." John Sherman would say that it is not only difficult; it is impossible. In some of his classes he accomplished nothing on many days but keep the old barrel from going to staves.

The problem has become intolerable. Schools are soft for putting up with some of the things that are going on. Conscientious high-school youth—which is most of the pupils most of the time—should not be denied educational opportunities by a flock of hoodlums who create uproar and demand inordinate amounts of teachers' attention. It is time for a grouping of high-school pupils on a new basis—*homorthic grouping*, we might call it—whereby conscientious pupils who want to learn, and who demonstrate it by their efforts and conduct, are kept in regular classes; and pupils who don't want to learn nearly so much as they want to play pranks, try to be funny and can't, or let their minds wander listlessly, are grouped separately.

To be sure, many details in homorthic grouping would have to be worked out. The present purpose is to propose the plan, not to outline it in full detail. Really, the details will have to evolve in each school to suit its indigenous needs. Some of the gross features of such a plan need attention at the outset, however.

To commit a pupil to the bone yard, evidence of inattention, nonco-operativeness, rowdiness, or horseplay should be presented two or more times by two or more teachers. (Personality conflicts between teacher and pupil, or incompetence on the part of a teacher, may account for one teacher's adverse report on a pupil, but it probably would be more than coincidence with two or more teachers.) Furthermore, the parents of the erring pupil would be fully apprised of the plan and of the pupil's conduct which led to his commitment.

All it would take to get a pupil back into regular classes again would be his pledge to the principal and to the teachers concerned that he has turned over a new leaf. But if a pupil is sent to the bone yard a second time, getting out should not be so simple.

One bone-yard section each period in the daily class schedule should be sufficient, even in a large high school. If it becomes large, it should make no difference, except for adding extra attendants to govern it, since no effort would be made to correlate the activity in the bone yard with that of the regular program of studies. It would be a noncredit activity. The school would admit openly that the bone yard is simply a detention center.

John Sherman says he still is opposed to segregation of pupils on any basis which they cannot help, such as race, sex, economic or social status, or intelligence. But a pupil's ethical conduct and seriousness of purpose are wholly within his own control. Therefore, if a pupil violates the standards of a co-operative society, he segregates himself.

There is nothing really new about this proposal; we have had jails for centuries. But adoption of it in high schools may be new—and certainly is overdue.



Is Correct English Worth the Price?

By CARL G. MILLER

ONE OF MY TROUBLES as a teacher of English is to avoid being a marked man. I'm supposed to teach the youth of America something about correct English. I'm hired to teach them how to be more or less grammatical. As an English teacher I'm expected to speak in a model fashion, but do you think I dare to do so? I should say not. That is, I don't dare to if I wish to remain just a pleasant fellow among the crowd.

I might be curious over how a friend voted in the election for governor. I might presume to ask him. But do you think I could speak out in bold grammatical fashion and say: "Whom did you vote for?" If I did, my friend probably would look at me askance, wondering what I was trying to do. Was I putting on airs? Then he probably would recall that I was an English teacher and overlook the "affectation." And he would give me a civil answer.

What did he expect me to say? Why he expected me to ask: "Who did you vote for?" That's what everybody says. That's what he says. If anyone says anything else, well, he's an English teacher. He is hardly one of the good old crowd.

EDITOR'S NOTE

Sometimes it seems that there is a double standard for English usage—formal and informal, written and spoken. Is correct English worth the price under the double standard? Or should correct English be expected only for written communication? How would you answer these questions? The writer gives his answers unequivocally, for which he should be praised.

He is director of publications at the Lewis and Clark High School, Spokane, Washington, and is the author of Modern Journalism, which was published in 1955.

A week before the presidential election, some reporter "picked on" Adlai Stevenson for an error in grammar. Stevenson's manuscript had: "Who are we supposed to trust when Ike isn't there?" Think of it! Adlai, the impeccable, had that sentence in his manuscript. The *who* should have been *whom*, of course. Now to me, knowing folks as I do, I say the odd thing about the story is that anyone cared a rap about the use of the word—even a good reporter, to say nothing of an editor. It is my experience that few, if any, people want to be, or can be, grammatical about their *who's*.

Everyone says: Who did she marry? Who are you going with to the party? Who'd you take to the dance? Who did the board select for an architect? Who are we supposed to believe? They're all incorrect, to be sure. Every *who* should be a *whom*. But who dares to talk like that? As an English teacher, I know what's right. One should use *whom*, which is the objective case form, when the word is the object of a verb, object of a preposition, subject of most infinitives, etc. But who knows such rules? Or rather, who wants to know them? After teaching English for many, many years, I wonder. I am gradually getting several ideas on the subject.

One is that the teachers of English throughout the country are not teaching grammar well enough. This I firmly believe. I happen to be a teacher who supervises a high-school newspaper and I still labor under the idea—maybe it's a delusion—that the sentences the kids write for the newspaper should be grammatically correct. Yet I don't find that the students who enroll in my journalism groups know much about grammar. They certainly can't solve the *who* or *whom* problem in easy fashion. As for knowing something like what is a participial phrase—well, I wish they did.

Another idea I get is that the population is loaded with persons who not only don't know grammar but don't wish to know it. I get the notion, it seems, that what great numbers of people say in great quantities is correct, or should be, or soon will be. According to this principle the pronoun *who* is taking on a new objective case form. It isn't going to be *whom* any more. The dictionary may carry the word, but it will be marked archaic. The accepted objective case will be *who*.

In New York, where there are undoubtedly a great number of smart people, there are some persons who really ought to know when to use *who* or when to use *whom*. One group is the editors. I think probably one could make a blanket statement about *who* and *whom* in their favor. With one exception, which I'll take up in a moment. Another group of bright boys in New York is undoubtedly the star radio announcers. Do they always say *whom* when they need an objective case? Take it from me, they don't. They slip up right along. As an English teacher I have the weakness to note such things. But I've learned not to speak of them. If I do, I'm just a marked man, and, away from school, I'd rather not be that conspicuous. It's much more restful not to be.

Now about that exception. There is one usage of *who* and *whom* that is a puzzler. And I don't care who you are, you'll slip on it once in a while. It comes in rather long sentences that contain what we teachers call a parenthetical clause. Here's one, with two blanks in it. You fill in the blanks: "Success depended entirely on the attitude of the Prussians _____ Pitt believed would

assist him, but _____ Mr. Fortescue knew he could never depend upon." How did you come out? The first blank should be a *who* because this time we need a word to be the subject of *would assist*. For the second blank we need *whom* because the word is the object of the preposition *upon*.

What was hard about the sentence? It was the presence of two parenthetical, or qualifying, statements. The first was *Pitt believed* and the second, *Mr. Fortescue knew*. Take those out for a moment and the grammar clears up rather fast.

It's much more than using *who* and *whom* correctly that gives me trouble in trying not to be a marked man. There are plenty of other cases of grammar. As a teacher of English I should say "Yes, this is he" or "Yes, this is he talking." Those are correct, but people think them affected. So I dodge the whole issue. I say: "Yes, I must be the man you want." I just change the pronoun to a noun to avoid a label I don't like.

What should we do about correct grammar in this country? The answer isn't clear. Personally, I'm glad I know what's right even though I don't dare to use the correct expression at times, especially in informal talk. I think there's a beauty to the logic of correct grammar. I think we should teach grammar more thoroughly, but evidently we must teach tact along with it. We probably ought to tell our young folks that when in Rome, talk as the Romans talk. This may not mean being ungrammatical but it would mean using the vernacular and, with certain people, avoiding use of conspicuous cases of correct English. We should just say it some other way.



The bitter criticism of public education and of teacher education will be met only when the public is convinced that the teacher has undergone a period of intellectual discipline comparable to our other recognized professions, and hence is qualified to prescribe on educational problems. As long as the public believes that anyone can teach, the public will believe that anyone can criticize teachers.—ARTHUR F. COREY in the *Ohio Schools*.

Role of Youth in Educating Parents

By HAROLD H. PUNKE

IN COUNTRIES which are trying to abolish illiteracy at a rapid pace, it is often a responsibility of children and adolescents to teach their parents to read. Some of this responsibility existed at one time in the United States. It was common in Turkey a generation ago, at the beginning of that nation's efforts to modernize. Similar developments have appeared in Latin America and in other parts of the world.

A fairly recent development in the United States, concerning the education of parents by their children, occurred in vocational agriculture. With the development of this field as an area of high-school study, many of the nation's farmboys taught their fathers scientific procedures in the selection, breeding, and feeding of livestock and poultry; improved methods of soil cultivation and fertilization; more effective ways to control harmful insects and plant diseases; and how to operate newer types of farm machinery. In similar ways girls who studied home economics in high school helped to change the home life of the family.

Not all of the "new ideas" which American youth have taken home from high school have been accepted by their parents

—in agriculture, home economics, or elsewhere. Often such ideas probably supplied new subject matter for family quarrels, new areas in which youth considered their parents to be fogies, and new proof to parents that the younger generation "is going to the dogs."

Both the learning by parents from their children and the parent-child conflicts noted should be expected in a culture which changes substantially from one generation to the next. The change between generations is much greater now than it was a century ago—and it will be greater in the future than it is now. Question then arises concerning the possible contribution by youth in keeping their parents up to date regarding information and thought, and the experiences which the school might provide to increase the effectiveness of youth in the role indicated.

It must of course be recognized that the media of mass impression reach an expanding audience among the adult population, and that the graphic and tonal arts as well as the verbal texts used are improving greatly and are dealing with a broadening range of topics. However, there are several ways in which youth as educators of their parents—or perhaps of other adult kinfolk—can play a different role from that played by mass media: (1) Dynamic adolescents have a way of gaining an audience with their parents or responsive kin which is not available to newspapers or television. The intimacy of face-to-face contact may also make the audience more effective. (2) There may be greater persistence and repetitiveness of presentation by youth, as compared with the other media, particularly if there is some new gadget or privilege which the youth wishes to acquire. (3) Many parents take pride in the fact that their children are developing considerable

EDITOR'S NOTE

The Scriptures say, "A little child shall lead them." Children and youth do have an effect on their parents. Not that they set out "to educate them," according to a developed pattern. Rather, parents learn from their children and it can be effective learning. How? Well, we suggest that you read this article to find out the comments of the author. He is professor of education at Alabama Polytechnic Institute, Auburn, and a frequent contributor to educational periodicals.

knowledge and competence in extensive areas, and hence they constitute attentive audiences. (4) Some parents may like to maintain about the home an atmosphere of parental "mastery and control," and to minimize the idea that they can learn from their children. The extent to which the status of parents in the home declines if it appears that the children have greater knowledge or competence in several areas than their parents, will depend on earlier bases of that status. If the expectation of such a development from one generation to the next has been built into the pattern of family relationships, there need be no decline in parental status under the learning conditions described. (5) Parents should realize too that adolescents often seek a means of advertising and displaying their new learning—as adults sometimes display or advertise new military decorations, automobiles, books recently published, new babies in the household, and so on. (6) New gadgets or relationships which youth learn about at school often have a more direct effect on the family budget than if merely advertised by newspaper or television. (7) Adults who have no children have both omissions and protections, regarding the assets and liabilities implied in the foregoing situations.

There are probably several things which secondary schools could do to make students better teachers of their parents: (1) Schools might give more attention to helping students organize what they know. This would have value in aiding the student to retain what he learns and to make more effective use of it to aid his further learning, as well as make it more readily available for teaching to others. (2) Schools might also give students a better understanding of the increasing rate at which knowledge is accumulating, the great amount of information to which they have access but which did not exist when their parents were of high-school age, and the greater opportunity which youth now have

to attend schools which include recent knowledge and development as a part of the curriculum. (3) Through the school, youth might also learn more systematically about the psychology of parent-child relations—including effective ways to present or explain things to parents. Attitudes of either the child or the parent may be of great importance in this connection. (4) Some attention might be given to showing youth how the problems of presenting mechanical or technical information differ from problems of presenting information or "views" in controversial social or economic areas. (5) It is well for youth to realize that although their knowledge may be more recent or extensive than that of their parents, it too is likely to be partial—to present only part of the picture. Hence youth may not be justified in being dogmatic about what they know. Extensive effort may be needed to develop the background for an adequate picture. Nevertheless, those young Americans who are graduated from college are probably nearer the truth in many areas of their learning than they will ever be in their subsequent years—since demands of livelihood and relaxation separate them increasingly from the growing fringe of knowledge as a whole.

Certain concluding statements might be added.

1. It is good public relations for secondary schools to develop in students the background of knowledge and the techniques for keeping parents informed in areas of current importance. It is often stated that good school-community relations begin in the classroom; that pupils constitute the best public-relations agents a school has. It would behoove schools to recognize this point more clearly and to make more effort to prepare the pupils for performing the task involved.

2. It appears that the rate of technical and social change in the future will be much greater from one generation to the next, in the kind and amount of knowledge

available for learning during the years of youth. In consequence, much of what is learned by one generation when its members are of high-school age becomes obsolete or disproved by the time the next generation reaches that age. If the general run of adults of the future keep up to date on new learnings and their implications, our society will have to devote more effort to the upkeep job. Mass media can do much—more than at present. Forums and study groups can also do much. But it would be a mistake to overlook the contributions which high-school students could make—especially regarding their parents and perhaps other kinfolk.

3. Much is said about the need for present-day youth to develop a greater sense of social responsibility than many of them show, and about the possibility that secondary schools might provide more experience of types which help develop such responsibility. Becoming fairly effective teachers of parents, covering areas in which parents vary considerably in receptivity, might contribute substantially in developing responsibility. It might also help develop insights on how to get along with other people on varying levels of association—a factor which is of considerable importance in the modern employment world.



In Justification of the Junior High School

Another indication of the worth of the junior high school is that the morale of its pupils appears to be good. Perhaps this stems from their feeling of having achieved a new status and from being recognized as more mature than elementary school pupils. Perhaps the increased freedom of movement and thought and the physical and social opportunities in the new school contribute to the generally enthusiastic acceptance of junior high school. True, the exuberance, exercise of freedom, and attempts at independence frequently result in adjustment problems, but as teachers and administrators understand the significance of adolescent behavior and design a program to channel these drives into productive areas, many of the problem situations will decrease.

The lack of wide-scale or organized resistance to the junior high school, in spite of the many questions about its true worth, may be another piece of evidence that this school has value on the educational scene. Most of the efforts arising from the recognition of weaknesses at this level are directed toward making the junior high school "work" rather than toward abolishing it. On the fringe are a few people who advocate significant grade reorganization. There are some, for example, who favor abolishing grades seven and eight and adding two years of college to the twelve-year school program. Much of this reasoning is based upon European

educational plans, appears to overlook the major element of mass education for *all* children in the United States, and pays little attention to the factors dealing with an enriched and suitable program for adolescents.

The trends in the junior high school appear to be toward performing the functions, meeting the imperative needs, and allowing for the performance of the developmental tasks already given. The movement is slow, owing to lack of facilities, trained personnel, and definitely stated philosophies—but there is movement.

Unfortunately, little if anything based on research and analysis is reported on the attainment of stated goals. Surveys of practices are common, statements of philosophy are frequent, and recommended future curricula can be found readily; but evaluations of programs in action are scarce.

Research on a functional, operational level is needed to determine whether there is any justification for a 6-3-3 organization other than to provide adequate housing. Until empirical evidence is available, statements of worth are academic and tend to result in an inbreeding of unevaluated ideas.

In any event, the improvement of the junior high school, and perhaps its very existence, will be dependent upon the scientific evaluation of its practices and the objective application of results.—DONALD W. LENTZ in the *Teachers College Record*.

Mr. Superintendent, I Want a Position as—

By
JOHN B. CROSSLEY

SERVICE TO TEACHERS is certainly one of the first responsibilities of the superintendent of schools. This responsibility begins with the day the teacher is employed and continues throughout the total period of service. Perhaps today's administrator should extend still earlier a service to teachers. This article is such an attempt, and carries to the teacher advice on securing a position—a step necessary prior to any additional service the superintendent may render his teachers.

The growth of enrollments in public schools throughout the nation has been repeatedly reported. The need for more teachers is critical. That this need is known nationally is evidenced by the number of teacher applications received annually by administrators in school districts from coast to coast. Perhaps more than the usual number of applications are received by those superintendents fortunate enough to be located in regions where climatic and salary conditions induce teachers from less de-

sirable localities to seek employment in the more favored districts.

Charged with the responsibility for locating and employing teachers, the superintendent and his staff devote much time and serious consideration to applications and letters of inquiry concerning vacancies. Such inquiries are welcomed, and provision is made for immediate and full consideration of the applicants. But—too often—the applicant removes most chance for serious consideration through his approach.

For example: If you were a superintendent of schools anxious to employ superior teachers, how would you react to the following samples of letters of inquiry?

1. This letter, typed carelessly, without reference to proper form of a good letter:

My Dear Superintendent—

They say they are short of teachers in California, so if you are needing an industrial Arts Teacher or one with a social sciences Minor, and can use a man of the fifties who has been certified for Smith-Hughes Shop in Illinois, and Michigan and had much teaching experience in Iowa; and can use a Presbyterian, married, why not get in touch with me here.

(My reaction: After a third reading, tempted to "get in touch." On first reading—carelessness, lack of skill in one of the three R's, poor judgment exemplified by the quality and nature of the inquiry. Direct letter to the wastebasket!)

2. This letter, written with green pencil in longhand and with careless penmanship:

Dear Sirs:

I am interested in a Science, and Driver Education position in your schools.

Cheerily Yours,

EDITOR'S NOTE

It takes time, thought, effort, and a certain amount of skill to write a letter of application that adequately serves both applicant and employer. It doesn't seem possible that teachers aren't able to write good letters to superintendents about job possibilities. Many of them cannot do so, according to the experience of the writer of this article. He is former superintendent of the Ventura (California) Union High School District and is now associate professor of education at the University of Hawaii.

(My reaction: So glad to know writer is "cheery"—but carelessness and poor judgment give little incentive to put into motion all that is necessary to secure further information. To the "round file.")

3. This introductory paragraph, in a letter neatly typed, followed by a brief résumé of experience and training:

I am interested in obtaining complete information about your school system and the cost of living in your community. I am considering moving to the West Coast at the end of the current school year. I would appreciate information concerning salary schedule, tenure, class load, extracurricular activities, and housing costs.

(My reaction: Which comes first—the service a teacher can render via training and experience, the desire to serve youth—or salary, security, relative difficulty or ease of assignment? I put the former first and react negatively to one who asks first "what salary?" and "what working conditions?" Forget this one!)

4. This introductory paragraph in a letter carelessly typed on the stationery of the school where the applicant was then employed:

Superintendent of City Schools:

I am moving to California to work in the school system. In view of this, I should like having some information relative to the following: teacher retirement, salary schedule, possibility of employment in your system, and any other information you should deem helpful to me.

(My reaction: Much as in the example immediately above. The applicant here again is asking for information "helpful" to him—with no evidence he in turn could be helpful to our students. Discard!)

5. These portions from several letters give samples too often found:

Because we, as a family, have decided to move to a warmer climate. . . .

. . . I feel we would like to change to a location near the seashore. . . .

I would welcome the change of residence since my wife, who is "expecting" in September, would like to be closer to her parents and close friends.

(My reaction: None of the above letters, as is generally the case when such statements are included, gave added information in sufficient detail to identify those qualifications of the applicant to teach or to suggest interest in serving students above a desire for a more favorable climate or location. Let's not waste time on these!)

6. These written on two-penny post cards—two in longhand, difficult to read due to poor penmanship, one carelessly typed:

Please send me copies of your salary schedules for secondary teachers and counselors.

Will you mail me a contract, stating salary, via *Air Mail* at once to start teaching in your schools on a junior high school or general secondary credential?

Dear Supt.

I should like to secure a position teaching MUSIC(Band-Orchestra-Piano-Vocal-etc) in your system. Below my qualifications are briefly listed. Please advise me if a possible position exists for which I may apply.

DEGREE: *Masters*(Columbia Univ);BA(San Jose Univ)

MAJORS: *Music*

FIELDS: *Band-Orchestra-Piano-Vocal-etc.Strings*

EXPERIENCE: five(5) years; secondary, college

SUBJECTS TAUGHT: *Band-Orchestra-Chorus-Piano(Class and private lessons); instrumental instruction; Theory, Elementary Music;Baton Whirling etc. I shall consider any type of music instruction. May I hear from you?*

(My reaction: Is the use of a postal card indicative of a somewhat offhand interest in a position, of lack of appreciation of the importance and dignity of the teaching profession? Could be? Let's not "dignify" these by a response. Discard!)

Should the administrator recognize through the use of ingenious methods of inquiry a quality of imagination valuable in a good teacher and thus follow with a like response to the following types of applications?

1. The receipt of a page of the classified advertisement section of a metropolitan newspaper, upon which is pasted—over the "position wanted" section—the following printed statements:

Are you in Need of a Teacher? . . . Particular Whom You Hire?

EXPERIENCED TEACHER, highly recommended and versatile, available for secondary school position in drama, English, or journalism. This 32-yr-old male, interested in the fine arts, seeks a community desirable for permanent residence. Don't let late application fool you. Papers at — Teacher Placement.

2. A letter of inquiry with the following opening paragraphs in "poetic" style:

Searching for a new beginning for a letter is like seeking another job, I believe. It is there, however difficult it may be to position it.

That is my plight, somewhat in fright, for I see nothing in sight. Be it early, or uncertain, surely you would not consider it inadvertent if I inquire if you need someone for hire.

This is but in brief, please turn to the next leaf. Presently teaching Algebra I, General Mathematics, General Science, and Physical Education and coaching Football, Boxing, and Track.

(My reaction: Yes, we do appreciate imagination and ingenuity in our teachers. But to start off with a display of these traits might indicate that in time, should they grow, they might get out of hand. Better not take time on these!)

Do the following deserve reply, or do they identify a basic lack of the qualities desired in candidates for teaching positions?

1. A mimeographed page giving an outline of training and experience and at the top of the page simply the statement—in longhand and with no salutation—"Interested in teaching commerce," and at the bottom of the page simply the name and address of the applicant added in longhand.

2. A mimeographed letter reporting interest in and qualifications for a position including a sharp criticism of the school where the applicant was then employed—this to explain why he was interested in making a change.

(My reaction: Much as in the case of the postal-card inquiries. If one is serious about the position sought, considers the position important, classifies teaching as

worthy of quality effort and training, use of the cheapest quality of paper and duplicating letters makes the recipient wonder. Cast aside!)

What mystery lies behind the receipt of the two letters which follow—both written by the same applicant? The first letter was neatly typed, the name of the superintendent to whom it was addressed was used, a self-addressed stamped envelope was enclosed.

I am seeking a job in your locality as a high school teacher of mathematics, to begin in September, 1955.

I will graduate from the ——— University in June of this year with a B.S. degree in education (major: Mathematics; minor: social studies), and plan to start working for an M.S. degree this summer. I am a Navy veteran, aged 24, in excellent health, married, with one child.

If you are interested in my qualifications, I will gladly request the University to furnish you with my full credentials. Whether you know of an opening or not, I should appreciate your reply.

The second letter was dated twenty days later. It was written carelessly in longhand. Errors in English usage, spelling, and punctuation will be noted—its whole tone was different from the first.

Dear Sir:

I am interested in moving west because I believe there Philosophy of Education more nearly like mine. The west is growing and I want to grow with it. I like your climate and would very much like to live and learn and produce in your state.

A photograph can be obtained along with my credentials which are on call with the Teachers Placement Bureau. . . .

Since I am a married man and we are excepting our second child in Sept. I feel I can't except a position for less than \$3400. If you believe I am worth the expense please send for my credentials or write me and I'll have the college send them.

The first letter was answered, and an application form was forwarded the applicant. The completed application accompanied the second letter, though no reference was made to it. Rightly or wrongly, the second letter removed all interest in the candidate.

That the foregoing samples of letters of application or inquiry are not unique can be verified by many administrators. No common pattern of training is exemplified in the writers. The letters are from both experienced and inexperienced teachers, and are from those trained in colleges and universities from coast to coast. That some of these letters were written by very able teachers cannot be denied. The ability to write a good letter of application certainly is not a valid criterion upon which to judge completely an applicant's teaching ability.

However, there certainly is a reaction—a first impression gained—to a letter written to one who is a complete stranger. This is especially true when the writer is requesting the reader to give serious consideration to one who should meet acceptable standards of good taste, who should demonstrate satisfactory mastery of the elementary skills of a well-written letter—penmanship, spelling, and English usage. Through his letter, the applicant must convey qualities which would lead the administrator to provide the time and expense of offering the services of the school district in setting into motion the complicated procedures of teacher selection.

With teachers desperately needed, the administrator is most eager to give every consideration to applications. A letter of inquiry stating interest in a position, identifying briefly training and experience, and giving a favorable impression of the writer,

at least through a neat, correct, and businesslike letter is welcome. It will bring a request for more information and a response from the administrator defining positions available, the procedure of application, details of salary and working conditions—for he, too, has a selling job to do if he is to secure the most qualified instructors for the schools of his district.

To applicants, then, this appeal: If you write a letter of application, remember that the administrator who receives it wants to know that you are trained for the position you seek, have exact or related experience for the job, have a real interest in teaching, hold or can secure necessary teaching credentials or certificates, and have reason to believe you can serve students well. If you provide him this knowledge through a careful and correct letter, he will respond quickly and provide the information you seek.

In composing your letter of inquiry:

Don't emphasize your interest in: salary schedule, security, climate, ease of assignment, length of school day.

Do emphasize your interest in: teaching, serving youth.

Do: use standard quality of paper, write in correct letter style, use correct English, spell accurately, write legibly or type carefully, use correct name or title of administrator if you have the information available, enclose a self-addressed, stamped envelope if you request a reply.



The School

Let the school live the life that is fitting to children and youth.

Let it be a charming, a privileged spot, where children may have the joy of learning for the sake of learning, of studying in quiet, and faith of seeing justice and good will all around, of working and playing in common.

It will fill their imagination and memory with clear and charming recollections which some day they will discover to be a source of strength and blessing.—From a plaque which the editor of the *Educational Forum* observed at the Mill Hill School in Tunstall, England, in the pottery district. The author is a Frenchman, named Boutroux.

THE IVORY PODIUM

By JUNE DIEMER

I DOUBT if many would seriously disagree that the aim of education is to prepare students to be contributing citizens in a democratic society. And yet, where in our curriculum is there provision for teaching the techniques of good citizenship? Simply teaching the facts of government and citizenship per se does not guarantee that the student can govern himself, even though he has all the facts.

We teach many skills—as a matter of fact we have reduced our secondary schools to technical high schools, where the exploration of ideas, comparative analysis, and the permission of individual conclusion have little place. We are training specialists, not citizens. We are protecting our youth with a covering of secure professionalism into which they can retire from citizenship. Why? Because the parents demand it; because it's easier to teach and test for factual knowledge than it is to expose students to ideas and knowledge, to have them interpret, analyze, accept, reject, and conclude on their own terms, which is what

citizenship requires—active thinking and an analytical approach to philosophical problems. Life is *not* a problem of discovering atomic energy; the problem is one of constructing a world society in which one can do with atomic energy something other than stock-piling atomic bombs. This is indeed a philosophical problem, but who is to answer it? The student with 60 units of advanced chemistry? The Ph.D. in nuclear physics, whose wife says to him, "Do you know that you forgot that yesterday was Junior's birthday?"

But these are not his concern, he will tell you. He is a sublime product of our educational system and I use the word "sublime" carefully. He is "above." He is exactly the kind of person about whom you can read in almost any magazine and learn about from any afterdinner speaker, the "educated" person for whom there is, we learn on every hand, a crying shortage. "We need more mathematicians (i.e., more people with 120 semester hours and a major in mathematics). We need more scientists (i.e., more people with 56 graduate hours in the chemical research lab, or 39 hours in the physics lab—thermo, areo—and so on)." Have you heard, "Russia has many more scientists than the U.S. What's wrong with our schools?" But where does Russia get them? From the same place that they get more soldiers—and by the same methods.

Now let me ask a more pertinent question: Has anyone heard the cry here, "We need more citizens"? To put the thesis boldly:

What profits it a nation to have a million scientists but only a handful of citizens? Are we to believe that the Russian system for taking the lead in the production of scientists is any better than their method for taking the lead in getting soldiers? To

EDITOR'S NOTE

No one objects strongly to the thesis that the primary purpose of the American school is to train for American citizenship. As Harold Spears writes, "It is one thing to endorse preparation for citizenship as the first task of the school. . . . Mere oratory, flag-saluting, and anthem-singing aren't enough." What are needed are practice and techniques in good citizenship, and we often avoid coming to grips with the necessity. This is the viewpoint of the author of this article. She is teacher of French and English, and a leader in student activities at the Ridgeview High School, Napa, California.

what extent are we willing to concede that they, therefore, have a stronger, sounder, more virile society, composed of an ardent, informed citizenry, dedicated to the preservation of their way of life? To what extent are we prepared to say that we should desert those particular democratic processes in education which have helped us to meet and to defeat totalitarian threats throughout our history, however brief, in order to emulate a society that can find neither peace nor security in what it accomplishes statistically?

Let me be even plainer. The whole frightened trend of secondary and college curriculums in the past ten years has been to produce not a citizen but a technician. Where is this educational goal of producing a contributing citizen? Buried under the dicta of (1) schools of engineering; (2) schools of pharmacy; (3) schools of _____ (you name your own profession); and (4) schools of letters and science which in cowardly retreat have abandoned every educational rampart over which humanities ever stood watch.

The elective system has become a matter comparable politically to a one-party election. More than one state university's school of engineering allows a four-year engineering student, generously, but six units of elective in his four years. We can probably rely on the graduate of such a program to build strong bridges or efficient sewers; but can we trust him to decide sociologically, economically, humanistically on the needs of neighbors, strangers, or himself?

Yet this should pose no problem, this production of nonthinking automatons. We will add a course or two to the curriculum, unobtrusively of course, that will serve to humanize but not distract these technicians. Or at least this has been the pattern of our approach to similar problems heretofore. When do we realize that there can be no course—or, even worse, that there may be—entitled "Citizenship"? When do we accept realization that the responsi-

bility for producing citizens lies with the teachers? Every teacher! True, this seems to exculpate the original villain, curriculum; yet inevitably one has to come to the teacher—unless the curriculum is principal instead of agent, master instead of servant.

Howard Mumford Jones has said that at one time or another almost everyone has tinkered with the curriculum, but that has nothing to do with education. Education, he says, is a private affair, as private as falling in love. What does this mean? It means that education, like love, is an experience of awakening, an awakening not so much to something new as to something familiar: the person himself.

And what does this mean? It means that the curriculum like the military drill march, can never really do anything for the self-preservation of the academic soldier. It can teach discipline and, at its worst, aid in promotions. But battles aren't fought in formation, any more—not in military wars or in economic wars or in political wars. And the drill-field product of the closed-rank professional curriculum is no better equipped to survive his battle than his obsolete military counterpart.

What, then, is it that each teacher can do in his teaching *methods*, how does he select content and arrange it to produce that product which is the most desirable of our educational system? The answer, I believe, would be simply, "Get your student to think about what he is doing." That is, put greater—far greater—stress on helping the student to learn to think: to understand relationships, to recognize the faces of fallacy, to be unafraid in the face of the indefinite, the theoretical, or the ideal, to be equally concerned with causes and effects, to understand the fallibility of judgment and the infallibility of the open mind.

Now this can't be done by objective tests in history or in English or by the regurgitation of mere perishable unmortared fact

in any field; it can't be done by a college prep curriculum with an entrance guarded by the latest form of the A.C.E. It can be done by more writing and speaking to a point in issue in English, in the social studies, and in biology. James Thurber, in his "University Days," relates that he flunked botany because he could never *see* anything in his microscope (although there was no surety that he really would have seen anything). His was a problem of visual focus; but in tenth-grade biology is anything really ever seen? Hasn't the image become an end in itself? Let me put it this way: To what extent has education come to the student whose achievement in biology is having mastered a 100 word-a-week technical vocabulary and having successfully sliced the vitals of a frog? Ah, but this is, one hears, fundamental instruction, like reading, arithmetic, and writing, with no one asking what one reads, what one writes, as long as the pencils move and produce sums and the printed page is dissolved in verbal reproduction; *understanding*—and here *understanding* becomes synonymous with *meaning*—will come later in some lush limberlost of learning, where the seven kinds of adverbial clauses and the disparate biology slides and the dates 1785/1832/1860 *et al.* suddenly become integrated and wonderfully portent of the rich life to come!

And finally, it can be done wherever and whenever a teacher is unafraid to argue that intellectual curiosity is superior to economic desire; to argue that participation in a student activity is more important than casual drillwork in algebra; to fight, at a higher grade level, for the thesis that gen-

eral education in the colleges and universities is more important than the specific academic aim of any *individual* student.

Again Howard Mumford Jones: Once we are graduated and a few years removed, he asks, how many remember with clarity the courses we took? And how many more remember this teacher and that? The implication? That we remember best—and fondest—those catalysts in the "awakening" experience I have suggested, those human touchstones on the educational road to awareness.

What did I ask in the beginning, and what is the answer? Question: Where in our curriculum is there provision for the teaching of the techniques of good citizenship? Answer: Nowhere, and I am no longer sure that such provision can be made. I would ask simply that the curriculum be neutral, that not by prescriptive course outline, nor by prescriptive course sequence, nor by prescriptive qualifying examination does it in any way interfere with activities which will help the student to understand the responsibility he has—to pay his taxes, to vote, to discharge faithfully his military obligation, to love his wife (even when he attends conventions), or to honor and join in the whole democratic process despite his own whim, wish, or bias.

Jacques Barzun has written eloquently with regard to scientists of an "ivory lab," in contradistinction to the traditional humanistic "ivory tower." Have teachers escaped the "ivory" touch? A rhetorical question, I fear, for I have written here of little else than the "ivory podium": Failure to teach for citizenship is failure to teach.



Creative Thinking. The creative element in a society consists in the people in it who do not accept everything as it is, but who question and probe to find new ways of improving whatever exists. It starts with a critical awareness of the faults of a society and moves on to a series of positive suggestions about how to cure the faults.—HAROLD TAYLOR in *Educational Leadership*.



Tricks of the Trade



Edited by TED GORDON

PENCIL MARKINGS: To mark large-sized pencils or any type of wooden instrument, shave off the paint with the blade of a knife or scissors blade. Write the child's name on this smooth flat surface with a stick pen, using India ink. The pencil can be readily identified.—NELL BARLOW, Central School, Brigham, Utah.

QUESTION POINTERS: Young teachers directing classroom discussions make the mistake of tossing a question at a given pupil too soon. They may even name the pupil before giving the question. Teachers will get better attention if they often suspend a question in mid-air for a few seconds and then pick a "victim."

Classroom teachers can certainly learn some tricks from the expert quizmasters on TV or radio. Watch these men stir up the interest of a huge audience by the type of interrogation they use. They turn up facets of human interest in all sorts of ways. Sometimes it is by making the subject squirm; sometimes by allowing him to reveal special gifts or intelligence. If classroom teachers use some of these methods wisely and cleverly, they will be happy over the general interest aroused.—CARL G. MILLER, Lewis and Clark High School, Spokane.

ENGLISH VIA REPORTING: For teaching alert reporting (senior high preferably, but also for junior-high children writing their school newspapers) use, for example, the theft of the gold in *Silas Marner* or the duels between Tybalt and Romeo or Tybalt and Mercutio in *Romeo and Juliet*. Reporters must be accurate, cannot editorialize, must indicate sources for their prior knowledge-information.—PAUL COOKE, District of Columbia Teachers College.

MEMORIZING BY INITIALS: To help memorize the names of the Great Lakes, try H-O-M-E-S for Lakes Huron, Ontario, Michigan, Erie, and Superior. For remembering the "factors of production," use all M's: Management, Money, Men, Material, Machinery.

PANEL DISCUSSIONS: Our evening extension class in language arts had a convincing demonstration of junior-high students' ability at panel discussions not so long ago. One of the extension students who teaches in a nearby town brought in a group of her eighth graders to tell us how they planned and raised money for a trip to the state capital, 250 miles away—to watch the state legislature in action. They told us how the committees were organized and all eventualities anticipated. Later, after their trip, several members of the panel reported back to us on the success of the trip. Do you make use of panel discussions?—ALLEN G. ERICKSON, Moorhead (Minnesota) State Teachers College.

QUICK, A BLACKBOARD! You can make your own blackboard, especially if you want portability, by purchasing some blackboard paint at any paint store, and then applying the coloring to a piece of plywood. You can even hinge together two pieces of plywood in order to fold a board for carrying.

For several hundred of these ideas in collected form, send 50 cents in coin (or \$1.00 for a copy for you and one for a friend) to California Teachers Association, Southern Section, 1125 West Sixth Street, Los Angeles, California. The illustrated booklet is entitled, "Treasury of Teaching Techniques."

Co-operative Planning of the Language Arts Program

By
OLGA ACHTENHAGEN

SUPERVISORS AND ADMINISTRATORS agree that the basis for a good course of study is the right combination of approved theory and recommended practice. Any course of study is worthless unless it is used, and the only way to guarantee use of it is to insure that those who are to use it play a major part in the preparation of it.

Recently the English department of Plainfield High School prepared a new edition of its Course of Study in the Language Arts. Eighteen English teachers, working with the department head, took part in the project, but before it was finished, guidance counselors, teachers of other subjects, parents, experts in language arts, and former graduates had made their contributions.

EDITOR'S NOTE

In almost all the other countries of the world, the curriculum is prescribed by officials in the ministry of education. In this country, the curriculum is seldom imposed on teachers by supervisors, administrators, or state department of education officers. That is to say, curriculum development is largely a grass-roots action in which teachers participate in developing the curriculum they teach. How do they go about this grass-roots action? Usually by a teamwork approach to the answers to these questions: (1) What are we teaching? (2) Why are we teaching it? (3) How can we teach it well? (4) How can we tell that we've taught it well? (5) Then, how can we revise it to teach it better? The thread of this process runs through the description of program planning at the Plainfield (New Jersey) High School, where the author is head of the English department.

As a first step, members of the department agreed upon the following statement of objectives:

What, basically, do we wish to do? We wish, in a language course, to train our pupils in the most efficient and most effective use of language as the primary machinery of thought. . . . The goal of such training is twofold: continued development of the thinking process of the individual pupil, to the extent of his ability, and an increased effectiveness of communication between him and the society of which he is a part.

We are therefore concerned primarily with the task of helping pupils gain definite skills, understandings, attitudes, and appreciations in four areas: reading, writing, speaking, and listening. To achieve these objectives we emphasize the mastery of specific skills, so that pupils may learn to use acceptable grammatical forms, spell accurately, write legibly, and read with increased comprehension. By providing experience in all types of communication, we endeavor to teach pupils to organize their thinking . . . to read current publications intelligently, to listen effectively, and critically, and to speak pleasantly and clearly, with enthusiasm and directness. Using current materials, we try to help pupils broaden their reading horizons and improve their tastes in radio, moving pictures, and television.

By introducing some of the great works of the great authors to our pupils, we hope to help those pupils to choose their reading matter with judgment and discrimination. We encourage the reading of books of recognized merit as a worthy activity to which pupils will voluntarily turn both during and after their school years. Finally, we endeavor in our teaching to help our pupils to consider attitudes as well as ideas, to acquire a sense of values and a sense of proportion, and to perceive the greatness and worth of literature as an interpretation of life.

These objectives take into account the needs of 1,900 secondary-school pupils in a metropolitan area. Every student is assigned to one of five groups on the basis of his achievement in English, his scholastic aptitude, his reading ability, and the English

Cooperative Tests. The work is then planned to meet the needs, abilities, and interest of the homogeneous groups.

Since the department examines its offerings every few years, several standing committees were already at work when the new edition of the Course of Study was begun, one a committee on the utilization of community resources, another a committee on student participation in planning. Other committees were organized to prepare new materials and to evaluate those already in use. Each small group reported to an executive committee, which correlated the work.

Two projects sponsored by the committee on community resources were of particular interest: the use of the community as a source for long theme material; and a co-operative effort enlisting the help of the businessmen in a campaign stressing good spelling habits. Seniors canvassed the community and searched its records for names of authors and other outstanding citizens, then interviewed the individuals concerned or those who knew them, did research in the libraries, and put their information into an extended piece of writing.

In the other venture, English teachers sought the aid of businessmen in impressing upon pupils the importance of learning to spell correctly. About fifty business leaders responded with letters emphasizing the part correct spelling plays in their offices in relation to employment, promotion, and so on. The letters were mimeographed by pupils in commercial classes, and used in all English classes, as well as in the secretarial classes. All departments gave us words most often misspelled in their subjects, and the printing classes prepared large charts with those words for use on classroom doors. Art classes provided illustrative material for bulletin boards and display cases. Students compiled lists of words that they themselves most often misspelled, and tested one another on the individual lists. Student reporters covered the project in school and city papers. The community appreciated

our concern about fundamentals, and we were grateful for the help they gave us in making our classes spelling conscious.

Since a course of study can be especially useful to new teachers, we have included a section on general information, with an explanation of the grouping plan, an account of the supplementary units recommended, and a statement about correlation with other departments. The last item refers to "Toward Good English—a Guide to the Minimum Essentials of the Mechanics of Expression." With the help of teachers from other departments, and the encouragement of the administration, a department committee on correlation prepared a pamphlet containing minimum rules for punctuation, capitalization, abbreviations, standard usage, syllabication, and the department spelling lists. A copy of the book has been given to every teacher in the school. The foreword reads:

It is hoped that all members of the staff will find this brief compilation to be of some use in judging what to expect of their pupils in oral and written communication. . . . One of the reasons—if not the main reason—for daily observable lapses in standard English is that large numbers of pupils adopt a definite "double standard," one for the English teacher and one for all other teachers. . . . It is obvious that cooperative efforts are required: every teacher must realize that—whether he likes the idea or not—he is of necessity a teacher of English, by the example of his own speech and writing and by his attitude toward minimum standards of English usage.

"Correlation" is not (and should not be) a one-way street. English teachers are ready and willing to receive suggestions for implementing a general attack upon the problem of achieving reasonable standards in oral and written English. These "minimum" rules and spelling lists have been assembled so that every staff member will have at hand a summary of the proficiency in language skills to be expected of all pupils ranging from a superior to somewhat below average in scholastic aptitude. Armed with this information, we as a whole staff can guide our pupils into the attitude that "good English" should function everywhere, rather than merely in the English classroom. . . .

The major item in the Course of Study, headed "Skills and Activities for General

Communication," includes a general statement on the teaching of skills, and lists the available materials, as well as specific references to helpful texts. The list of skills stresses the use of the parts of speech as tools, the importance of avoiding common errors, the building of sentences, paragraphs, and themes, the improvement of written expression, and the building of words and of a vocabulary. A page of recommended activities for putting the skills into practice is included for the different levels. The activities range from the organization of material and the taking of notes to the application of principles of sound reasoning; they cover practice in all types of expression.

An outline of skills to be covered by the slower groups and a list of activities recommended for their use comes next. It is in these classes particularly that pupil participation in planning has brought good results, for it has given a real sense of responsibility to the groups.

Of the eighty-six classes taught in the department, five are speech classes and one is journalism. Outlines of speech 10 (grade 10), speech 11 (grades 11-12), and journalism are included in the Course of Study.

A complete list of texts, magazines, and newspapers is included in the Course of Study, the books for each year and level being listed as required or optional. Texts are chosen as follows: Any member of the department may recommend a text. The department head circulates the recommendation and the text among teachers of the level concerned. They comment in writing. If a majority agree that the book should be considered for adoption, it is then sent to all teachers in the department for a vote on adoption. Teachers occasionally recommend that a book be moved from the optional to the required list or vice versa. "Required" simply means that the department has agreed that the books listed should be taught to all pupils on a given level; "optional," that if there is time, and

the books can be profitably used with the group concerned, they are available. Opportunity is given all teachers annually to recommend changes or additions for the list.

A section headed "Texts and Audio-Visual Aids" includes information about the book rotation plan; instructions for ordering and checking books, and for the use of cumulative record reading cards by pupils; and information about audio-visual aids. Reference is made to the professional departmental library in the English office and to bulletin board materials and displays which may be borrowed from other teachers.

Listed last is the item, "Department Materials," all of which are bound separately. They include the following: the Correlation Unit already mentioned, Extensive Reading Unit, Following Directions Unit, Library Unit, Newspaper Unit, Vocational Unit, also spelling lists and vocabulary lists. The last five units have been revised, improved, and tested with many types of classes; in the opinion of the department, the students, and their parents, they are among the most worth-while activities in the Course of Study.

The Extensive Reading Unit is what the name implies. Classroom libraries of more than 100 books, chosen by pupils and teachers, are circulated. Both the quality and quantity of reading have improved, as librarians and teachers will testify, since this unit has been in use.

The Following Directions Unit is used in grades 9 and 10. The freshman year includes use of the correct form for written work, orientation (following directions for fire drill, homework, class activities), use of school forms, including co-operative test answer sheets. In the sophomore year further discussion of terms and vocabulary is held, and words often used in blanks are taught. Application blanks, checks, blanks for part-time employment, social security blanks, and so on, are all available.

The Library Unit (grades 9-10-11) begins with a one-period class visit to the public and school libraries. Librarians teach the first lesson, and English teachers follow up, using lessons worked out co-operatively by librarians and teachers. In grade 9 the emphasis is upon how to make the best use of the library and where to find materials for high-school work; in the next years the use of reference materials and the preparation of bibliographies are stressed.

The Vocational Unit (for grades 11-12) includes practice in filling in application blanks for college and for various types of positions. It instructs pupils in the right behavior in interviews and emphasizes the importance of a good letter of application. An outline is provided for the study of a given occupation or profession, and actual college application blanks are used for practice.

[The foregoing unit was fully described in an article in *The Clearing House* for March, 1957, page 418.]

The Newspaper Unit (grades 10-11-12) begins with a study of the functions of the newspaper in the community and also includes the content, physical make-up, and

various departments of the paper. Juniors make a detailed study of specific features, propaganda techniques used in the news, and advertising techniques, as well as the place of a newspaper in a democracy. Seniors concentrate on the editorial page and take time to discuss the whole matter of comics.

From past experience we know that this Course of Study will be used not only as a guide and check list for present teachers but as an aid to new teachers. By providing a body of work for the various levels, it helps to keep us traveling in the same direction, yet permits leeway for individual technique and method. It serves also as a source of information about the policies of the department, various school regulations, and available materials. It is specific enough to be of real help, yet not so detailed as to be a burden. Each phase of work has been carefully examined, and judged in the light of a modern approach to the teaching of English. What was good has been retained; what was of questionable value has been discarded. What remains represents the thinking of the entire department, and is the result of co-operative effort.



Teachers Are Scapegoats

In the post-World War II period teachers have become the new *bête-noire*. Some vocal elements of the public in their anxieties have blamed teachers for seemingly all the ills that have beset the American people. While it is a well known fact that the general run of teachers are quite conservative politically, yet some of the critics charge them with aiding and advancing communism. Even though colleges and universities have the largest enrollments in their history, teachers are blamed for the shortages in engineering and other scientific personnel. While many parents increasingly default in their responsibilities in raising their children, these same parents are not reluctant to lay the blame on teachers for

juvenile delinquency. Although our public schools are turning out greater numbers of literates than ever attempted in history, teachers find themselves confronted by critics who fail to do adequate research in areas like reading, writing, and arithmetic. Again, teachers take an active role in church life . . . but they find themselves blamed for advocating Godlessness in the classroom.

How ridiculous can these elements get in projecting their anxieties and fears upon teachers! With such baseless accusations, how can the public possibly expect talented youth to seek out a profession which bears such discouraging attacks?—LEO J. ALILUNAS and WILLIAM CHAZANOF in *Progressive Education*.

Some Pros and Cons of CCTV

By CARLOS DE ZAFRA, JR.

IF YOU HAVE NOT already had the experience of reading editorials such as this in your daily newspaper, you may very shortly: "It takes no crystal ball to spot educational television heading this way, inexorably. . . . Some 30 department heads and principals of city schools [will] get together April 8 for a conference on what subjects can be taught better through television. . . ."¹

As long as six years ago, the University of Rochester and Station WHAM-TV jointly offered a course to local educators in which we were taken "behind the scenes" of the new medium. We had the experience of writing educational TV scripts and of putting them through "dry runs" with cameras working and with monitor sets functioning. About the same time, a group of local teachers was hurriedly summoned by our superintendent of schools to draw up prospectuses for potential TV programs to the end that we might thus help to persuade the Federal Communications Commission to allocate certain high-frequency TV wave lengths exclusively for educational use. And very recently I have been privileged to observe at firsthand the operations of the experimental closed-circuit television (CCTV) setup at Brockport State Teachers College, which is one of three such two-year projects being conducted in New York State under the auspices of the board of regents and the state education department.²

It is from these three experiences, and because educational TV will increasingly become the concern of educators across the country, that I venture, as a practicing classroom teacher, to express both my pro

and my con observations on the feasibility of CCTV for the classrooms of our secondary schools.

Pro

(1) With increased recognition of the desirability for a longer apprenticeship for cadet teachers (such as one semester with a full teaching schedule immediately prior to receiving the master's degree), and with the shortage of qualified, fully certified teachers, it could be an advantageous use of educational CCTV if a master teacher were to teach certain lessons to several classes simultaneously, with a different cadet teacher in each of the "tuned-in" classrooms. This could provide professional instruction and help for the cadets at the same time it cut the number of uncertified teachers who are now teaching, thus legitimately alleviating the pinch of the teacher shortage.

(2) Where cadet and probationary teachers must be observed for the purposes of creative supervision and evaluation, classroom cameras that are stationary and unattended make it possible for supervisors to observe procedures without their own presence creating an artificial tension for the pupils and their teacher.

EDITOR'S NOTE

How can closed-circuit TV help teachers to improve pupil learning? What benefits can be expected from CCTV? What disadvantages does it have? Can a school system afford it without foundation help? Comments on some of these questions and others not mentioned are offered by the writer, who is co-ordinator of general education at Charlotte High School, Rochester, and also a part-time instructor at the University of Rochester.

¹ From the *Rochester Democrat and Chronicle* of March 20, 1957.

² The other two are at Albany State Teachers College and in Union Free School District No. 5 at Levittown, Long Island.

(3) TV cameras are able to focus upon quite small objects and areas so that many pupils in several classrooms can see the details of a demonstration better than if they were all gathered together around the actual demonstration. The camera also cuts out extraneous distractions in the originating room.

(4) TV cameras can transmit the projection of an educational film so that several classrooms can see the same film simultaneously.

(5) It would appear that when another teacher is present in the receiving room, good telecasts hold the attention of pupils as well as could the originating teacher if he were actually present.

(6) The quality of teaching within a given department is probably improved where each of several teachers telecasts his specialties on an exchange-of-effort basis.

(7) It would appear that pupils are more conscious of the necessity for speaking clearly when they are in a TV situation with two-way communication between the originating and the receiving rooms than when they are in the usual teaching situation. This is probably due to appropriate coaching and to a desire to "get through" to the larger, unseen audience.

(8) Evaluations thus far indicate that there is but small difference in the quality of learning that takes place in the receiving room as compared with that in the originating room.

Con

(1) The teacher with his pupils in the originating room labors under several unique handicaps: (a) There are two cameramen and cameras in the classroom with their requirement of space for their cords and their maneuvering. (b) The lights are hot. (c) The teacher wears a chest microphone with a long cord attached. (d) The teacher must consciously play to the cameras by not moving too fast, not obscuring his visual materials, and so on. No

doubt the teacher and pupils become somewhat accustomed to these encumbrances and restrictions with practice, but the originating room takes on more the atmosphere of a production studio for putting on a show than it does of a classroom for learning.

(2) There is need for the teacher to think not only in terms of lesson plans but also in terms of TV scripts, which he must prepare before telecasts can be put on. It is also desirable that there be a dry run of each telecast with the cameramen so that the major bugs can be worked out of the presentation to assure effectiveness. These added preparations are time consuming for the telecasting teacher. As the supervisor of the Brockport project, Dr. Sherwin Swartout, says, "Educational television does not cut down on the number of teachers required." In fact, there is the added personnel of camera and maintenance men.

(3) It has been estimated by experienced personnel that what takes twenty minutes to cover in a normal teaching situation takes twenty-five on a CCTV hook-up.

(4) Because the sense of "show" is inherent in any telecast, the "rising to the occasion" is enervating to the teacher. The histrionic demands upon the effective originating teacher are such that he might well have taken his talents into radio, commercial television, or the stage instead. Telecasting is a new and enervating demand upon teachers, which many will not care for.

(5) TV installations and operations are costly. Since telecasts provide but occasional tools for teachers to use and are not full-time substitutes for teachers, this expense is in addition to the normal costs of instruction.

(6) Different pupils and different classes proceed at different rates. Just as added pupils in a classroom make teaching less flexible and less adaptable to individual differences, so adding more rooms to a TV circuit necessarily takes education further

away from attention to the individual's needs. While pupils in the receiving rooms on a circuit can ask questions that are heard by all, the teacher in the originating room probably does not know the questioner, nor can the questioner be seen by the teacher, and the personal touch is thus further lost.

(7) The high-quality educational films that are now available in all subjects provide better education at less cost and with more flexibility of use than does CCTV. Also, the color in films often adds to their effectiveness; but this feature is lost in educational CCTV. Furthermore, the picture quality is not always good in CCTV, and as yet the equipment breaks down too often, thus delaying, distracting, and inconveniencing too many teachers and pupils at one time.

(8) There is a tendency in TV teaching toward the lecture and the demonstration and away from the pupil-teacher planning and the pupil-teacher give-and-take discus-

sions that we have come to think of in recent years as being highly desirable.

Conclusions

Certainly the experimental and the established CCTV projects that are now in operation in an increasing number of school situations across the country are necessary and important if the full potentialities of, and valid conclusions concerning, educational TV are to be reached.³ There would seem to be ahead of us much soul-searching analysis and evaluation of this latest medium of communication as an instructional tool. At its present stage of development, however, the desirability of permanently underwriting CCTV for the improvement of teaching within a given high school or school system would seem to be highly controversial.

³ Since March of 1952, when the FCC set aside TV channels for educational purposes, more than \$50,000,000 has been expended in support of experimental programs.



Bedtime Story

By JACOB C. SOLOVAY
Brooklyn, New York

Man, go, calls sleep poison. Says he
hasn't been to bed for thirty years.—*News
Item.*

O sleep, it is a gentle thing,
The poet simply stated;
And proper rest will make one blessed,
Instead of enervated.

My students are the perfect proof—
But who am I to curb them,
When every day they sleep away
The hours that disturb them?

But with the strength that will accrue,
They'll reach the age of *ninety-too!*

We Had Doubts About Mister Roberts

By CHARLES F. GREINER

THERE ARE MANY REASONS why *Mister Roberts* should not be attempted by high-school seniors. Casting is a problem. There are twenty-one boys in the cast and only one girl. To the average high-school boy, a part in the class play means memorizing a whole book, long hours of after-school rehearsal, and wearing girls' make-up in order to prove, in public, to friends, enemies, and assorted relatives that he is a sissy. The class play is to the girls what football, basketball, wrestling, track, and baseball are to the boys. It offers the girls one of their few opportunities to gain recognition. The director who chooses a play that calls for one pretty blonde and twenty-one husky boys will quite likely hear a rumble of discontent and a few wild shrieks of despair from the pony-tail set. However, the interest of healthy males in dramatics is, to the director of amateur plays, worth any sacrifice. *Mister Roberts* is certain to stimulate interest. The girls can be pacified somewhat by expansion of their opportunities for participation in areas such as student directing, prompting, properties, publicity, make-up, ticket sales, set decoration, and ushering. Our production of *Mister Roberts* utilized the services of 121 students. Of this number, 84 were girls. In the course of directing twelve high-school plays, I have

never had more than six boys show up at tryouts. Fifty-one read for parts in *Mister Roberts*.

The most obvious argument against doing *Mister Roberts*, of course, has to do with good taste. Is it a "proper" play for a high-school group to produce? Its language and some of its situations have been labeled objectionable by many individuals and a few groups. I was happy to discover, however, that the script could be cut without much revision and with no appreciable damage to the spirit of the play. I did not find many debatable passages. My blue pencil was guided by the maxim, "Accentuate the positive, eliminate the negative, and don't mess with Mister Inbetween." Happily, Mister Inbetween was not one of Roberts' boon companions. The cutting was swift and sure. I didn't delete any more than was absolutely necessary. The "spy-glass" and the "return from liberty" scenes gave me a few bad moments, but they couldn't possibly be removed or drastically changed without severely damaging the play. In the spyglass scene, I cut out all references to nudity and shower baths. I planned to de-emphasize suggestions of intoxication in the return from liberty scene. In rehearsal the boys were told that they were supposed to be happy and tired but not drunk. Stumbling, staggering, hiccuping, and so on, were eliminated. Emphasis here was placed on noise. They shouted and laughed a good deal. In taking special pains with the scenes that might be objected to, I hoped to give them enough professional shine to dissipate any shadowy suspicion of bad taste.

Many high-school directors refuse to consider a play if even one "hell" or "damn" appears in the script. Their argument is, "Why take a chance when there are so many 'clean' low-royalty plays on the market?" It's

EDITOR'S NOTE

This is all about a senior play and why the dramatics director chose a certain one. There is little else to say except to urge you to read on. Oh yes, what do you do with the actresses when actors monopolize the parts? Read on and you'll find out. The one who "had doubts" is on the staff at Baldwin High School, Pittsburgh, Pennsylvania, where he teaches English, drama, and senior composition.

been my experience that "pure" low-cost plays result in poor no-excitement performances. Henry Aldrich and his ridiculous playfellows succumbed with the passing of radio. For years Henry and Homer, Corliss Archer and Andy Hardy slandered the helpless teen-ager. They pictured modern American youth as a group of spoiled nincompoops who whined stupid dialogue through contracted nasal passages. The "fabulous invalid" shakes and quivers every time one of these illegitimate children is resurrected on the boards of the high-school stage.

The typical high-school play offers little or no challenge to either the director or his actors. It is not difficult for a sixteen year old to play at being a sixteen year old. These "sure-fire" situation comedies always smoke, sometimes sputter, but never go off. The young actors become weary of the trite dialogue and plot after the second reading. The lines never do seem to get memorized because no one wants to memorize them. I find that *Love Clobbers Louie Lippencott* is an uphill fight all the way.

Mister Roberts is essentially a play about an old-fashioned idealist, perhaps a little foolish at times, but predominately strong, kindly, sentimental, and courageous. More than this, Douglas Roberts is believable. He has the necessary humanizing weaknesses. Simple idealists seem to be fast fading not only from the theater and the motion-picture and television screens but even from the literature of the modern world. I felt that it would be of value to introduce a group of high-school boys to one of the few remaining prototypes of this noble breed. Mister Roberts, along with Mr. Chips, Mr. Deeds, and all those lovable greathearted newspaper reporters, airplane pilots, and fishermen Spencer Tracy used to play, give us an insight into what man

should and could be. The crew of *Mister Roberts*, although rough and rowdy, are in their awkward way kindly and self-sacrificing. The characters in this play are made of hard muscle and red blood. They are not pasteboard travesties. The actors cannot help but care about them and neither can the audience. Everyone in the cast had memorized his lines within ten days.

In addition to an appreciation of believable idealism, the play provides a great deal of fun. I was excited about it and so were the members of the cast. It was something we felt we had to do. Our enthusiasm spread throughout the school and community, doubling back upon us with renewed force. Everyone in the cast came to a full realization of the power of the script. They all wanted their performance to match the quality of the writing. They worked hard but lovingly over funny bits of business and punch lines. The comic situations and dialogue didn't grow stale in rehearsal because the members of the cast were continually trying to improve their effectiveness. They developed a passion for realism, insisting on actual battle helmets, side arms, and even authentic lieutenant's bars. We never rehearsed the fight scene without drawing blood. The rehearsals sailed right along at a merry clip.

Directing a group of high-school seniors in *Mister Roberts* was, from the beginning, a challenge and a joy. I've never worked with a more co-operative group. My boys were indeed a mangy, ragtag crew. But when I wanted a miracle, all I had to do was ask for it. This project, which was admittedly launched under a cloud of apprehension, was soon churning through a sun-splashed sea, leaving in its wake ever widening circles of understanding, good feeling, and bubbling laughter.

Events & Opinion

A Report to Our Readers

In the belief that the educator is searching constantly for new ideas and different methods which may give him a greater insight in meeting his particular problems, *The Clearing House* for the past thirty-two years has attempted, in part, to fill this need. Thus the strength of this publication comes principally from serving its readers well. How worth while they consider the materials presented in issue after issue is of considerable importance to those responsible for the preparation of this journal.

Consequently, soon after the distribution of the May, 1957, issue, a project was undertaken which was quite unique among educational journals. A questionnaire was circulated among 1,000 readers selected at random. These educators were asked to express their frank opinion of every phase of activity with which *The Clearing House* is concerned. Approximately 26 per cent responded—a gratifying return considering that this request fell in the midst of the hectic end-of-school activities.

We should like to share a summary of our findings with you at this time and invite you to send us your comments.

The following items were included on the questionnaire:

1. *What is your position?* As the following tabulation indicates, administrators greatly outnumbered the other educators who responded to the questionnaire. This is understandable since the administrator frequently receives *The Clearing House* and then routes it among his faculty.

Position	Per Cent
Administrator	72
Librarian	12
Teacher	10
Other	6

2. *How long have you subscribed to The Clearing House?* It appears that the majority of the respondents are time-tested CH readers.

Years	Per Cent
1	10
2	20
3	14
4 or more	56

3. *Approximately how many individuals read each issue of The Clearing House which you receive?* The response to this query is quite interesting. Some reported up to fifty readers, while others claimed sole readership. Several indicated that *The Clearing House* is available in the faculty lounge or library and that the exact number of readers cannot be ascertained. However, a tabulation of those responses which stated a definite number indicates that ten individuals on the average read each copy of *The Clearing House*. At this rate, approximately 80,000 educators comprise our monthly readership. This makes CH one of the most widely read educational publications in circulation today.

4. *What over-all rating would you give the articles which appeared in the 1956-57 volume?*

Rating	Per Cent
Excellent	33
Very good	56
Good	10
Fair	*
* (less than 1 per cent)	

5. *Articles may be classified in the following categories. Indicate by a check mark those which you think CH should emphasize, and by a minus sign those which should be de-emphasized.*

Categories	Emphasize Per Cent	De- emphasize Per Cent
Curriculum development	96	4
Discipline	86	14
Fundamental skills (reading, spelling, etc.)	88	12
Counseling	88	12
School plant	35	65
Gifted and slow students	95	5
Junior high school—curriculum and administrative problems	85	15
International education	22	78
Racial integration	30	70
Library	56	44
Subject matter methodology	82	18
Teaching and other professional matters	85	15

6. Please rate the following features which appear in most issues of The Clearing House.

Features	Excellent	Very Good (Per Cent)	Good	Fair	Poor
Tricks of the Trade	47	33	18	2	
Findings	20	57	20	2	•
Events and Opinion	15	52	30	3	
Book Reviews	23	40	33	4	
Audio-Visual News	18	44	30	8	
Editorials	43	39	17	•	
• (less than 1 per cent.)					

7. "TV and the Newer Media" (now retitled "The Humanities Today") offers our readers suggestions for articulating the popular media with classroom teaching. Since this is a new department, we are most anxious to have your frank appraisal of its usefulness.

Thirty per cent indicated that they read this department in its entirety, while 70 per cent stated that only selected portions were read. In response to a question concerning the use of the suggested study guides which this department offers, 30 per cent again responded that they had used

these guides in their classrooms, while 70 per cent had not. Since many CH readers are not teachers, it appears that a significant number of our readers are making use of the study guides.

However, the vast majority of the respondents felt that *The Clearing House* should continue to present the various topics included within this department. Eighty-five per cent favored the continuation of reviews and study guides of TV programs and motion pictures, reviews of recordings, poems for teaching, critical reports, and reviews of related literature. The remaining 15 per cent dissented.

The question was asked if we allot too much space in *The Clearing House* to this department. Eighty per cent did not think so, while the remaining 20 per cent were inclined to agree that we do.

8. What is your reaction to the general format and typography of The Clearing

House? The replies were gratifying.

Reaction	Per Cent
Excellent	50
Very good	44
Good	5
Fair	•
• (less than 1 per cent)	

9. What are some of the pressing problems facing education today which you would like to see written up in The Clearing House?

The responses received were most gratify-

ing and practically every facet of education was mentioned as worthy of further exploration.

In an effort to systematize the many suggestions, common areas were established and each response was classified into one of these general categories. Specific topics abstracted from the questionnaires will lend substance to these areas listed below:

Educational Trends and Philosophies

Co-operative education in the high school

Meaning of standards of achievement

Twelve years of "training" v. twelve years of education

Return to the three R's in education

Classification of educational terminology; avoiding the use of meaningless verbiage

Changing trends in education

Role of the school in modern life

Individuality of pupils v. a "molded" concept

Vocational v. traditional (academic) education

Developing a school-wide philosophy

Increasing the holding power of the school

Gulf between educational theory and practice

The concept of the "whole" child and the ability to teach him properly

Administrative Practices and Responsibilities

Legal problems facing the teacher, administrator, and school superintendent

Program for the small high school

Student evaluation and reports

Program for a six-year-school

The 6-3-3 setup

Scheduling of classes

Organization of the large high school

Determining the superintendent's salary

Democratic administrative practices

Merit rating

Consolidating school districts (pro and con)

High-school testing program

Promotion practices

Uniform graduation requirements

Teaching Practices

Motivating pupils

Increasing enrollment and teaching effectiveness

Reports of successful methods, projects, and experiences

Meeting the needs of varying pupils in the classroom

Classroom management and organization

Home-room management and activities

Curriculum

Block or core programs

What should be taught

New developments

Math and science offerings

Exceptional Pupils

Program for the gifted

Special recognition for the upper quartile

Chronic failures

Compulsory attendance laws and the uninterested pupil

Dropout problems

Teacher Attitudes

Toward vocation

Ethics in the profession

Recognition as a profession

Unity within the profession

Toward duties and responsibilities

Discrimination against "problem" pupils

Discipline

Recognizing the symptoms

Extent of "police action"

Sound democratic methods for handling problems

Cultivation of a feeling of "self-discipline" among the pupils

Moral and legal limits to which a teacher may go in coping with a situation

Administrative laxness and nonsupport

Finance

- Creating a sounder base
- Problems of rising costs
- Federal support (pro and con)

Junior High School

- Role of the junior high school in the modern concept of education
- Program of offerings
- Training of teachers for the junior high school
- Integration with elementary and senior high schools

Extracurricular Activities

- Relation of such activities to the total school program
- Responsibilities and limitations of student councils
- School's responsibility toward the student's social life

School Libraries

- Administrative responsibilities toward the library
- Standards
- As a basis for research
- Ways of motivating pupils to do outside reading

Teacher Recruitment and Orientation

- Upgrading the candidates for teaching
- Teacher's role in recruitment
- Special problems of the first-year teacher

Teacher Improvement

- The higher quality instructor
- In-service training
- Release from extra assignments to concentrate more on teaching
- Upgrading salaries in line with purchasing power

Improvement of Instruction

- Use of real learning situations
- Avoidance of drill and repetition
- Reading development, a problem of every teacher
- The handwriting situation
- Emphasizing the creative arts
- Special problems concerning the foreign languages

The Adolescent

- Teen-age problems
- Emphasizing the constructive side of youth
- Creating proper standards of dress
- Moral and character training
- Responsibilities of parents in teaching self-discipline and moral behavior to their children

Pupils' Study Habits

- Cultivating a more serious attitude
- Developing the impetus to work up to capacity
- Developing initiative and responsibility

Integration

- Successful experiences
- Social life after integration

Colleges

- Changing entrance requirements
- High-school graduates as college freshmen
- Collegiate administrative trends

The School Board

- Coping with the low-caliber member
- Professionalizing the school board

Miscellaneous

- Faculty housing (in small towns)
- Career and educational counseling
- Returning the high-school athlete to normalcy
- Closed-circuit TV
- Developing uniformity among the educational programs of the various states and teachers colleges
- What employees want in a high-school graduate
- International understanding

Thus our readers have expressed themselves in terms of those topics which they would like to see written up in *The Clearing House*. This is a formidable list of worth-while items and we hope that many of our subscribers will be "motivated" sufficiently to write an article on a subject close to their hearts.

JOSEPH GREEN

Three Creative Teachers

By LUCILE HOBELMAN

THE GIFTED WITTY has enriched my thinking by pointing out the gifted child as one who can do something markedly better than most of his peers. This enlarges the field quite considerably since those days when a gifted child was one who could do academic things better than most of his peers, or still another era when he could do everything much better than anybody.

Whoever the gifted are, it seems generally agreed that they need creative education—provided, one may suppose, by creative teachers. Who should these teachers be and how do they become so?

Industry, government, business, the military, the arts are calling for creative minds. There's a suspicion that knowledge of basic tool subjects is no handicap in any of these fields. And we educators seem eager to furnish creative minds well tooled, if we can find out how to do it in time.

What kind of people are the enriching teachers of my own experience, the creative people who greatly enrich others?

Creative Teacher #1. This one brilliantly manipulates children as media for his own creative expression. He is apt to be popular with their parents because he is so

popular with the children. He is apt to be popular with administrators because he is so popular with children and their parents. He is quick to fan creative sparks that he strikes accidentally from young minds, for these too add to his gleam. He is sometimes less popular with other teachers. This may be due in part to his spectacular results, which accent competition; it may be due to personality factors.

He sees to it that something happens in his classroom. If it largely happens to—instead of within—his pupils, that is regrettable. They may still remember their time with him as the most exhilarating of their school lives.

Some of us might not want to be Creative Teacher #1, even if we could. It takes built-in equipment and relentless zeal for personal success. It requires alertness to many avenues of clever teaching, all of them concentric.

Creative Teacher #2. Not always able to inspire, this teacher encourages creativity that springs from other sources. He recognizes the gifted when he teaches them and, to the best of his ability and opportunity, provides time, place, and materials for inspiration to bear fruit alien to his own.

Precious person! For some of these children little more educational guidance is needed than the sympathetic teaching of such a one. And most of us could gain this insight into superiority if teacher-training days included more examples of creative teaching.

Creative Teacher #3. He may be "mousy as mice" and dull to see, but he is dull like flint from which a life is fired. He may be vitally creative in his own right. Is he popular? Quite often, but that doesn't matter much. Children waken in his room, whether it be kindergarten, library, laboratory, or

EDITOR'S NOTE

The author asks an interesting question: "What kind of people are the enriching teachers of my own experience?" She proceeds to describe three types of creative teachers. It isn't necessarily true that creative teachers affect all pupils in the same way. We owe great appreciation to creative teachers wherever they are. The author, former reading consultant in the public schools at Oswego, Oregon, is now connected with the Graland Country Day School, Denver.

homeroom. It doesn't matter where, either, because they are awake, and some of them will never want to sleep again.

Who can analyze Creative Teacher #3? Does he ask questions like Socrates? Does he tell stories like the Master? Does he charm? Is he an artist to the fingertips? Who can analyze him, or write a formula for those of us who want to become this teacher?

It is called a major tragedy that so many of our truly gifted are educated in their sleep, without caring for their gift. Is there a limit of responsibility that we can set for schools? Shall we say: "At such and such

an age, and after certain effort, let there be equipment and let there be help if it is sought. But let the sleepers sleep." And shall we sometimes set the equipment back upon the shelves? I dare not ever do these things while I call myself a teacher. The mind asleep to beauty and to love may be very wide awake to fear and hate and crime. The mind asleep to everything but pleasure may be the mind to send a rocket to the moon or say the saving thing to diplomats.

When the pupil is nine or seventeen or fifty-seven, I may have to say: "I fear it is too late to wake this gifted mind." But I will dare not say, "I shall no longer try."



For Variety

By J. M. HORST

Allentown, Pennsylvania

"Do you write the possessive form of the name BURNS like this?" And Howard wrote on the blackboard B U R N ' S. "Or do you write it like this B U R N S? Or is there still another way?"

As Howard turned toward the class, dancing hands filled the air like flowers waving in the breeze.

A lesson in the use of the apostrophe. How dull! But this was a lesson with a slightly different slant, for the teacher himself was a member of the class.

Of course, using class members to take over at various times is not novel, not startling in itself. Yet when the class is a group of senior boys from the technical-vocational course, the idea becomes unusual. This year, in the class of auto mechanics and machinists, Howard—and William—acted as student teachers. Their problem was to discuss the use of the apostrophe and the more

common uses of the comma in addition to end punctuation (a difficult assignment). Ordinarily punctuation is a dull subject. Not this time. The student teachers were on their mettle; the class was keenly alive. Perhaps the members of the class wanted as much to trip up their teachers as to learn. At any rate, with student teachers who had carefully prepared their lessons and a class that had done an equally good job, both class periods passed rapidly with no problems except those the student teachers encountered while attempting to explain English problems—in nontechnical English—to an inquisitive class.

Although this method of conducting a class would not be feasible at all times or to all classes, yet as a relief from routine the results were far greater than expected. Everyone had a good time; everyone profited.

The Beginning Teacher and the Supervisor

By
GAIL N. CHAPMAN

THERE ARE MANY THINGS that a beginning teacher should be able to expect of her supervisor. In writing them down, I have tried to list those which I have felt to be important from the viewpoint of both a teacher and a supervisor.

(1) A beginning teacher should receive assistance in finding living accommodations in the community.

(2) A new teacher should meet fellow staff members as soon as possible. This I feel is the responsibility of the supervisor.

(3) A beginning teacher should be informed on rules, regulations, and policies of the school. The principal or supervisor is the logical one to initiate this explanation. Fellow staff members as well as handbooks may be of great assistance in this regard.

(4) A beginner has the right to expect sincere interest in her problems. In other words, the supervisor should be a good listener.

(5) It is the right of a teacher to expect that a well-meant suggestion to her supervisor will be gladly received and considered.

(6) A teacher expects her supervisor to have a *sense of humor*, to be friendly (consistently friendly). He should speak to teachers each morning, not just when and if he feels like it. This is a pet peeve of many teachers.

(7) A beginner looks to the school administrator to have a *smooth-functioning school organization*. To illustrate this: there should be as few sudden changes of plan as possible. The teacher enjoys the *security of a known routine* just as well as the child does.

(8) The teacher expects *understanding, sympathy, tact* from the supervisor in settlement of differences of opinion which may occur between teachers. She expects the administrator to be *helpful in emergencies*.

(9) A teacher should expect a superior who will *not call unnecessary meetings*. Too many school people, I am afraid, call meetings just for the sake of having them.

(10) From a teacher's view point, the *school policy should be democratic*, recognizing that democracy delegates responsibility. Not all problems need a committee to study them, but decisions should be made by the person who is paid to be in charge.

(11) A beginner can expect to be *observed at her work*. This should be supervision, not inspection. I like to think that the first time, at least, it should be *upon invitation* and that it should not come until a teacher has had ample time to get on her feet, so to speak. An observation need not be all day long in order to be effective. Children's conduct in the hall and in the

EDITOR'S NOTE

What should a beginning teacher expect of a supervisor? That's really what the title means. We understand that this article was developed by the author as a result of a talk to a group of seniors at Fredonia (New York) State Teachers College. Mr. Chapman is elementary supervisor of Central School District No. 1, Randolph, New York.

lunchroom, as well as other incidental observations, tells us much about a new teacher.

I am reminded of a teacher I know who attributes a failure in one place to the fact that the administration didn't let her alone long enough to find out if she could do the job. The new teacher has a right to expect assistance when it is needed but not to the point of being overly helpful. There soon comes the time when a mother bird must watch her fledgling attempt to fly by itself. So it is here—in the final analysis.

(12) As a teacher, you have a right to be *recognized as an individual* different from anyone else. Just as you should not expect all children to fit into the same mold, neither should a supervisor expect to find all teachers exactly identical.

(13) Beginners have the right to expect that a *principal will do what he says he will*. This is most important. While we are all human and sometimes slip, I long ago formed the habit of carrying a pad and writing down things to which I had been requested to attend. Only in this way can one be reasonably sure to do as one agrees to do. Speaking from my years of teaching, I found nothing more annoying than the principal who said, "Yes, I'll take care of it," and then NEVER thought of it again.

(14) A supervisor should be *straight-forward* in his approach. A teacher deserves

to know if something is wrong so that she may correct it. The supervisor should not attempt to bluff.

(15) A teacher should expect to find a supervisor more concerned with the *overall picture* than with petty things of little importance.

(16) A beginner has the right to expect that her supervisor has *not forgotten how it feels to be a teacher*.

(17) A starting teacher should be able to *expect proper notice of meetings* and that they will not be called as sudden whims of the administration or supervisory staff.

(18) A teacher should be able to expect that her supervisor will *keep all confidences*, just as she should keep those of her children.

(19) She should expect that her principal or supervisor will give *credit where it is due*. A brief word of approval goes a long way to help a beginner. Unfortunately, this is so easily forgotten or neglected and it is so important.

Perhaps you will say this is utopia. However, I believe these are *functional goals* toward which we as teachers and supervisors should strive in order that we may better educate the adults of the world of tomorrow. After all, that is our real justification for existence.



A Community Fashion Show

Home economics, shop, art, and music students of four Syracuse high schools, their teachers, and six retail stores combined to stage a fashion show for their community. Students made and modeled garments, made stage scenery, and served as stage hands, musicians, and ushers. Stores loaned accessories and ready-to-wear for the show. . . .

A nationally known fabric processing company furnished the theme and script for the show. Local cooperating retailers invited student committees to

after-school sessions to get information about style trends, the new fibers, the interpretation of label information, and the selection and care of fabrics. Special sales persons in each store assisted students.

Students learned buymanship and developed a friendly relationship with retailers. Along with learning to sew they had basic training in wardrobe planning, what to wear when, and the use of accessories bought at stores.—*New York State Education*.

Report of a Faculty Meeting

By ELEANORE GALLAGHER

DRAMATIS PERSONAE

Wilson High School, St. Paul, Minnesota
(in order of their mention in minutes)

MR. PETERSON—Principal; also referred to as Mr. P., and R. S. P.

DICK—Mr. Morrison, speech teacher

NURSE TARLETON—School nurse

MISS CARLSON—School clerk

RED INK TROPHY—Bottle of red ink given annually by principals to the principal whose school has highest percentage of subject failures—a distinction feared more than sudden death

MR. NELSON—Assistant Principal

MARTY—Mr. Rossini, social studies teacher

STEVE SWEETLAND—School counselor

LEN TRACY—School counselor

DOC RAYMOND—Mr. Raymond, music teacher

DOG—Lady, cocker spaniel, recent mother of nine

E. GALLAGHER—Eleanore Gallagher, English teacher, recording secretary, pro tem

On the twenty-third of April at 2:35,
A time when the teachers are scarcely alive,
Mr. Peterson arose and with manner instructive
Asked us to read of a practice destructive—
That of students who early drop out of school.
Make 'em stay here and like it, that is the rule!

On the seventh of May, in the evening at eight,
Parents of new freshmen will be crashing the gate

To get better acquainted with Wilson High rules

Such as achieving the most and coming promptly to school.

This week comes Dick's play. We're urged not to fail 'im;

The name is *The Crucible*, a tale of old Salem.

Nurse Tarleton got up and gave a pep talk
On the need for us all to get vaccine by Salk.
In our boxes are slips. Get the parents' permission

To protect all their heirs from the dreadful affliction.

Mr. Peterson asked us to send to Miss Carlson
A list of those students whose only distinction
Has apparently been to collect many U's.
We hope in the future the teachers will choose
To give some mark higher, and spare Mr. P.
From winning again the Red Ink Trophy.

Mr. Nelson reported that sixteen classrooms
Can be made just as dark as the last day of doom.

Be careful, he told us, you can give the kids shocks

If the cement-loaded curtains descend on their blocks.

We have a machine for pictures opaque,
A wonderful help to keep students awake.
We shall gather together one of these days
To see how to use it in various ways.

Then up rose brave Marty, the pedagogue functional,

Who usually is bursting with hints real instructional.

"What we need in this group of high intellectuals

"Are some hints which will make all our teaching effectual.

"Let's learn all we can about the machines;

"The man with the answers is Mr. Carlseen."
(*poetic license, not tax deductible)

There followed reports from the committee of four

Who had met at the U. Wilson students of yore.
They advised us to give more instruction in writing.

Outlining also. But you should hear the griping
When lessons like these are introduced in the class.

They cry out against them—they'd rather eat glass!

The counselors next were called to explain
About Iowa tests, and the well-planned campaign

To place every student upon a hard seat
For three days next week—we're as cruel as Lafitte—

And urge them to do their top best in all things.

The pursuit of learning, we think, has its stings.

Steve Sweetland said gravely, "This thing I must stress;
 "If we don't do this right, it'll sure be a mess.
 "So read the instructions and try to conform.
 "We're attempting to get at a new high-school norm."

"This Iowa test," said the handsome Len Tracy,
 "Contains as much junk as the basement at Macy's.

"We'll pass on results to the smart statisticians
 "Who await the post-mortem like sad-eyed morticians."

The Honor Assembly is causing an ulcer
 To Morrison, Dick, who was heard then to mutter,

"You can't put nine hundred in a space built for six!

"You wouldn't try that, even for kicks!"

So if you've a solution—speak out, don't be quiet—

To reduce the student body, why not try diet?

Mr. Nelson remarked that tardiness this spring
 Is on the increase. We must put a big sting
 In the way we combat it, Clamp down the lid
 On the laggard, the habitually late-coming kid.
 Some teachers remarked when one's tardy to class

Going back to the office to get a white pass
 Makes two interruptions; perhaps that we may
 Control the offenders in some other way.

At one time in the meeting someone raised his right hand

To ask our Doc Raymond about the school band;

But Doc was not visible, he later was found
 Behind the card catalogue, in dismay profound,
 Brooding upon dog's ingratitude toward men—
 Last week he had one dog; now he has ten!

At 3:31, consulting his pad,

R.S.P. said, "You've had it." And indeed we had had.

We proudly filed out, warmed by the knowledge

Of being a credit to our job and our college.

Disrespectfully submitted,

E. GALLAGHER

EDITOR'S NOTE

One of our esteemed editorial board, Glenn Varner, sent this to us, saying that the author was recording secretary for one of the faculty meetings at Wilson High School, St. Paul, Minnesota. Although we think a little rhyming goes a long way, we liked this for its originality and for its freshness of expression.

My Philosophy of Coaching Athletics

I believe that each boy I coach must be respected for his individual worth and not as a tool for furthering my career.

I believe that athletic coaching is that part of teaching which can help each boy develop his physical, mental, emotional and social well-being more than any other school experience.

I believe that I must be an example of sound character, exhibit intellectual judgment, display true sportsmanship, foster the democratic principles of our country, show confidence in the ability of my team to think for itself and avoid favoritism toward any boy if I am to teach for any of these aforementioned characteristics.

I believe that if I am to develop any leaders through coaching athletics I must present vital experiences for each boy so he may develop the characteristics of a leader.

I believe that I am responsible for providing ex-

periences which will help each boy on my team develop moral and ethical character, culture, correct health habits, economic responsibility, respect for the rights of others and personality.

I believe that I must provide experiences which will enable each boy to develop his organic and skeletal system, neuro-muscular skills and intellectual skills.

I believe that I must give formal and informal guidance to the boys of my team so that they may give self-direction to their lives.

I believe I must provide experiences which will enable each boy to overcome fear and handle his body skillfully for his own safety as well as the safety of others.

I believe that I must specifically teach for any of the values of sports if these values are to be carried over to out of school use by my boys.—BRUCE D. ROLLOFF in the *Idaho Education News*.

High School and College: *Some Problems in Articulation*

By DENTON L. COOK

CONTINUED PROSPERITY and the American belief in education have combined since World War II to bring college enrollments to unprecedented heights. The growth trends established for the high schools between 1900-1940 now threaten to be duplicated in the postsecondary institutions. Many informed people predict that colleges will be called upon to double their enrollments by 1970.

The educational backgrounds, abilities, and purposes of these new college-bound students are more heterogeneous than ever before. This results in making articulation between the secondary school and college more of a challenge to the institutions of both levels. New patterns of relationships are necessary. In each admission to college at least two institutions and many individuals are involved. If the purposes both of the institutions and of the individual student are to be met, mutual understanding and evaluation are necessary.

Various state and national groups have studied the problems concerned. Gradually, a generally accepted pattern of good procedure has evolved. Some of the more basic problems and issues are:

1. *Admissions Procedure of Colleges*

The admissions standards of the institution must be related to its purposes. A college preparing girls in the social graces will have admission requirements quite different from an engineering school. The welfare of the individual student must be focal. Students should be admitted to an institution only after a careful study reveals they can profit from such admission. The purposes of both the institution and

the student should be interrelated. Expediency and sentiment have too long been factors in college selection. Once the student is accepted, it is reasonable to expect he will succeed. Any institution which regularly has a mortality of 30 per cent of its entering freshmen might well examine its admission procedures.

2. *The Use of Entrance Examinations*

Tests should not be a sole criterion of admission. There are many examples where the "I will" is a more dominant factor in college success than the "I.Q." When used for guidance, tests should be carefully administered and interpreted. They should be of the "precision" rather than "saturation type." It should be unnecessary to test those students who are clearly admissible.

3. *Uniform Records and Transcripts*

Uniform records and transcript forms have proved very successful on a state level. These would be helpful in the compilation and recording of like data. Much work would be saved in the case of multiple applications. There is little doubt a uniform system would result in better prepared and more useful reports.

EDITOR'S NOTE

This article evolved, at least in part, from discussions of the Florida Secondary School Principals' Committee on High School-College Articulation. The author has been chairman of the committee for two years. He is supervising principal of the Plant City (Florida) public schools.

Many large high schools have started the use of photostat machines. In many cases, the use of these has been unsatisfactory, due to an incomplete original record or due to illegibility.

4. Scholarships

At present, only about half of the more talented high-school graduates complete college. The resultant loss of people with know-how is a national problem. A means must be devised for providing scholarships for able youth who otherwise are unable to attend college. These students should be identified early in their high-school careers.

If federal aid can be "sterilized" in the minds of many people, a national system of scholarships could insure the preparation of our most talented youth. Most Americans approved of the G.I. Bill, which in substance was a system of federal scholarships.

5. Significant Factors Relating to Success in College

High schools have a major obligation to see that college-bound youth are adequately prepared. This is both a matter of the curriculum taught and the manner in which it is taught. Factual information is no more essential than the development of habits and techniques of critical thinking.

The following significant elements are related to success in college: (a) The ability to communicate; (b) the ability to work independently; (c) intellectual curiosity; and (d) talent and leadership.

6. Bridging the Gap of Instructional and Personal Relationships Between College and High School

Prospective students need more and better information about colleges. In this respect, most college catalogues could be much improved. Informed and interested counselors at both the high-school and college level can greatly ease the transition. Concurrently, high schools need to be concerned with developing in students more self-dependence, whereas relationships at college must become more personalized.

7. The Articulation of College and Secondary School Curriculums

Students should find a close articulation in the courses which are required both in high school and in college. English, language, and mathematics are examples of subject matter which should be related to the two levels to prevent gaps or duplications. Both high schools and colleges should prepare and follow descriptive statements of subject content and instructional procedures. Advanced standing should be allowed high-school graduates who have clearly demonstrated their knowledge in a given field.

8. Evaluation of the Transition

The transition can be evaluated only through measurement of the student's adjustment and success in college. The college preparatory program of a high school can be helped by reports from the colleges on the academic and social progress of the high-school graduates.

♦

Textbooks. Commenting on the quality of textbooks, William Jovanich, president of Harcourt, Brace, says: "Elementary textbooks, it seems to me, have improved over the years in almost all ways but style; few show distinction in writing. High school texts are somewhat better written; college texts still better, if one would except many education, speech, and possibly sociology books."—*Phi Delta Kappan*.

Some Observations by an English Teacher on **READING IN COLLEGE**

By DERWOOD CLAY

IT IS PAINFULLY TRUE that many of the "Johnnys" in our public schools can't read. And more might be added. It is often true that Johnny's parents, and his sister Susie, and his cousins and uncles and aunts, and his associates can't read either. Some patrons of our schools are beginning to discover what teachers have known for a long time: There are students who can't write clearly, can't spell correctly, can't cipher accurately, can't understand science, and haven't mastered rudimentary history. And it might be added again that they sometimes can't master vocational subjects very well either. Some people, regardless of the quality of instruction they receive, will never learn their schooling proficiently.

But to many sincere people there is another matter that seems of greater import than the one that has just been mentioned. While there are many who can't read, there are many more who *can* but *don't*! Some writers have hinted recently that we may

become a nation of literate illiterates. The phraseology seems apropos. And it is at this point that a high-school teacher may raise a quizzical eyebrow toward our colleges and universities. For a little observation will make it clear that among those who do not read there is a large percentage of college graduates.

Now if we make the assumption that reading is not really important for the late adolescent and adult, if we tell ourselves that reading is something to be toyed with as a school kid and left behind with the school's yells, then there is no cause for concern. More people percentagewise are going through college than ever before. Every school with any sort of reputation finds its campus crowded with degree seekers in an unprecedented manner. We hear dire complaints from the colleges and universities about the taxing of their facilities within the next few years. And they aren't whistling in a prairie whirlwind either. The college students are here! They are bulging the walls of our high schools and elementary schools. The crowding on university campuses is not something that may happen. It is *certain* to happen, is indeed already happening. And there is little to indicate the college will be any better prepared to cope with these increased enrollments than the public schools have been for the last ten years. Society is often like the gods. It moves very slowly to meet its destiny. The additional space will likely not be provided in time. Money likely will not be made available soon enough to hire or even to train additional professors who are top rate. Schools not in a position to limit enrollments will probably have to

EDITOR'S NOTE

The booksellers tell us that they do not sell as many books as they once did. Is this situation a result of the increased costs of printing or a result of decreased interest in reading? Are more people substituting picture magazines and comic books for more intensive reading for self-improvement and entertainment? We don't profess to know the whole answer. Neither does the author. But he generalizes on the reading by high-school and college students and his comments are incisive. He is a teacher of English in the high school at Henryetta, Oklahoma.

muddle through as best they can to a more hopeful day. Some quality will be sacrificed to quantity. And there is much to be said for quantity. But leadership in a democracy and support for that leadership, many feel, should be a matter of quality first and quantity second.

If we do not believe that an education is something that can be bought with four years of time and six thousand dollars, with an expensive piece of paper to prove ownership; if we believe that education, relative as the term is, is something that can't be bought at all in the conventional sense, but must grow as a tall plant grows, then we may be justified in manifesting some anxiety about the great number of people who can read and don't! Surely learning must be nurtured day in and day out in the same manner as a body. Its nutriment is found in many places and forms: in observing, in conversing, in writing, in worshipping, in listening, in thinking, in working; but the chief item in this diet is reading, reading books of all kinds.

There are enough people about us in any community who have become enlightened without going to college, and enough who have not become enlightened after attending college, to make us look for some of the reasons for this anomaly. In almost every instance the vital difference seems to lie in a life reading program. The person who reads wisely and widely becomes learned whether he goes to college or not. The person who does not read spends his mental life in a harbor without knowing there are high seas which are fun to travel. Of course, the ideal combination is college experience that evolves into a reading program. That is what a high school teacher, it seems to me, should expect when his finest minds go away to their favorite college or university. But alas, too often such is not the case.

Students in high school are required to do a certain amount of reading in arts, science, letters, and history. It is a rather

elemental type of reading for all except the gifted. And in some instances the program is poorly handled. But a start has been made before they leave. One of the chief complaints I hear from my above-average students who are enrolled in college is, "I don't find time to read any more." It would, no doubt, be more nearly correct if they said, "I don't take time to read any more." But the fact is they are not reading much material above their textbook and course requirements. And their conversation, their letters, their interests in life, show they are not! Ten or fifteen years after a rather bright student has gone out from a high school, attended college, established a home, achieved a vocation, bought a house with all the standard fixtures in Suburbia, it will be much the same. It is quite disturbing to his former high-school instructor to find his home and life devoid of books, devoid of a library containing anything except a few best sellers. It is disheartening to find him unable to discuss intelligently a political campaign, the world situation, or the impact of scientific advancements upon his life. It is an all too rare experience if this alumnus is able to talk about philosophy, religion, economics, history, poetry, drama, novels, music, art, or the sciences. He is usually well equipped to discuss the technical side of his vocation or interesting statistics about the seasonal sporting event or the features of the new gadgets.

This is not to be construed as a blanket statement covering all college students and graduates. Many of them continue the enthusiasm they acquired in high school. Many others lift the sails for the first time to navigate enchanted seas. They find their way easily, it seems, to the libraries and bookstores. Some get a sense of direction from a professor. But it would be conservative to say that half of those who receive degrees have merely grown older, have mastered some acceptable answers from a textbook or lecture to earn a credit, have be-

come proficient in vocational learning, but at the same time have not necessarily improved themselves in sensitivity to beauty, to ugliness, to goodness, to injustice. Advanced college students have been heard to say with a great deal of misgiving that they have not had to do much real thinking since leaving high school. Yet they were good students, who could read, could cipher, could write, could spell, could learn! And their college transcripts indicate they are still good students. They work hard and conscientiously at their assignments. But the thrill of learning itself has not touched them. They don't take time to read. I have yet to encounter a good student who does not agree that he would profit by reading books on every subject under the sun. But if he can be graduated from college without being required to read, he will likely find good reason to believe fifteen or forty years hence that he still doesn't have the time.

The emphasis which various schools within a university have felt they must give to special knowledges and skills has had a rather deteriorating effect upon general education or learning. Many schools recognize this fact and are seeking some solution. Yet it is difficult to shorten an engineer's engineering so he can study drama, or to leave out some courses for a physician so he can learn poetry. No one will learn all he needs to know in a high school or college. But he should come by some of the possibilities that make learning a lifelong project. And he should have impressed upon him at the college level the absolute necessity of its importance. He must learn in college to become his own teacher. But many students never have to expose themselves to the very sources of knowledge that would enable them to instruct themselves. Merely making the courses harder will not assure us of success.

There is no one program or combination of programs that colleges might adopt which will give 100 per cent correction to

this situation. They face some of the same predicaments that high schools face in trying to teach all the students who enroll. No one has a right to expect a miracle to happen. But surely there is something that would not disrupt honored curriculums which might move us in the right direction. A *required* reading program in all colleges and universities could be a large part of the answer. A student might well know in advance of his matriculation at a certain school what the required reading would involve. And he should know that he will be expected to read the books and pass an examination or discussion upon them before a degree can be conferred upon him. The list should be drawn from all branches of knowledge that affect the behavior or quality of human life. The student would be expected to read the books on his own time: during vacation periods, the summer recess, while he is in school, or even after he has completed his credit requirements if he is pressed for time. But read them he must before he can become a bona fide graduate. A student should be permitted to go as fast or as slow with his reading program as he wishes up to a reasonable time allowable. And he should be permitted to fulfill the requirements for testing or discussion when he feels he is ready for that phase of his work. Sporadic reading now required for a few courses might be somewhat reduced as a compensation to him since all fields will be covered anyhow.

There would be the matter of assigning professors to head and direct the program. In small schools it might be a part-time position, but not something tacked on to regular duties. It must become a regular duty. In larger schools perhaps several people would need to be assigned to the program full time, or an even larger number assigned part time. These faculty members should be readily available to students for consultation, for advice, and for discussion, as well as for issuing credit on books that have been read.

The list that is used, of course, will be very important. Many excellent catalogues of books are already available, or the school might prefer to make its own selections. The books should be selected in the best tradition of liberal education. It should not be so short as to accomplish nothing, nor yet so long as to overtax a student capable of successfully passing courses leading to a degree. It should be aimed at those who plan to take a degree and not at those who plan only to attend school a short time for the experience or prestige. Obviously, the persons responsible for such a list of books could make it a watered-down course until it would become inane. This must be avoided at all events. Whether the school uses a list made by an outside agency or makes its own selections, the list must always contain books that have influenced civilization and are quite universally recognized as having had an impact upon the course of human events. The same list would be proffered to all students regardless of their major fields or vocational interest. No student should be told he cannot read a certain book, even the bizarre magazines. Censorship is an ugly word, and its implications are even uglier. But at the same time a college is well within its right to tell a student he *must* read a certain book to become a graduate.

Libraries would need a good stock of books on the list, and publishers would surely be eager to furnish an ample supply of inexpensive volumes for students who could afford to buy. Then the student could mark the book as he reads, and that is almost as important sometimes as the reading

itself. And he could be encouraged to retain possession of the books, so when he finishes his course, he will already own the best possible nucleus of a library to which he would in all probability add other volumes. What the effect of having a good library in the majority of the homes of college graduates could do to influence their children is a fascinating contemplation.

Such a program would in no way detract from the required courses leading to any degree. The business major need not lose a single hour of his training. The fledgling teacher would not be torn between his desire to take courses for knowledge of his subject and courses of methods of teaching. And at graduation time there would be a kernel of knowledge common to all students, and it would make them worthy of the degrees they receive. No one need be ignorant any longer of all fields except his own specialty. He would be able to converse intelligently with any person in the world about any subject in the world. Such a program would give direction to all students. It would help those who already frequent the libraries, for at best their reading is now largely haphazard. They will eventually find and read the great books, but it may require years for their trial and error method to come full circle. It will help the student who has not established a sense of direction and is now floundering in bewilderment about the meaning of college.

Most of all, it will put all students in contact with the people, the ideas, the language that make living a rewarding adventure.



Whenever a great thinker lies buried in a status quo he is dead indeed. The professional teacher will have that sort of conception. He will understand also that he must know a very great deal more about the nature and significance of the work he does, than the general public can know; but he also must know the human conditions under which teaching can rescue those values and integrate them into daily lives.—*Peabody Journal of Education*.



Findings



CARNEGIE UNITS PLUS: An interesting note dealing with required number of units for high-school graduation appeared in the June issue of the *Texas Outlook*, in which an article presented a plan to increase the usual sixteen Carnegie units by four, making a total of twenty. This idea is still in the planning stage but looks as though it may go through for adoption.

Other recommendations were that all secondary school graduates be granted the same type of diploma, that competitive athletics in the regular school program be longer than one class period, and that the school calendar should include a five-day period (in addition to the 175 days of instruction) to be devoted to in-service training.

LET'S TRY TO GET THE RECORD STRAIGHT: With all the to-do about the inadequacy of preparation of our high-school students in the sciences and math, an article appeared in the May edition of the *Georgia Education Journal* offering some facts to counteract the general opinion that such an inadequacy exists. This attitude is a departure from the usual crepe-hanging routine. The author, Professor Harold Hand of the University of Illinois, gives statistics to prove his point. These figures are taken from the records of the United States Office of Education. (The statistical data cover the years 1949-50.) According to the article, the critics of the public schools have been misreading the data, or misinterpreting the facts. If this is the case, it is com-

forting to review the present picture. If the figures are used correctly, the ultimate result is that instead of some 45 per cent of the high-school students not taking mathematics, only about 5 per cent do not.

THE COLLEGE SITUATION: The college crisis seems to be getting more acute as time goes and the statistics for the near future (the next decade, at least) are not at all comforting with respect to the chances our high-school graduates have for attending college. The June 14 issue of *U.S. News and World Report* gave some of the reasons for the dilemma and a few suggestions for the alleviation of the crisis. The data in the article are a result of a nationwide survey of 138 colleges and the replies received from officials of these schools in answer to queries on how to ease the critical situation.

Briefly, lack of teachers, facilities, and money are the reasons for the crisis. The report estimates a figure of a billion dollars will be needed in order to cope with the situation.

Some of the suggested methods of meeting the problem were summarized in this fashion: the building of more municipal colleges and junior colleges; pay increases for faculty (which would attract more and better prepared teachers to the field of higher education); use of TV, classes on a twelve-month basis, and evening school; expansion of existing college facilities; and the inevitable recommendation of raising entrance requirements (which, incidentally, are already at an all-time high).

The report gives a college-by-college account (in brief) of the answers to how the individual schools are reacting to the crisis, and thereby giving the future student a bird's-eye view of what his chances will be—if any.

JANE E. CORNISH

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EDITOR'S NOTE: Good, bad, indifferent, or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of the methods used, the degree of accuracy or conclusiveness, and sometimes even the scope of the study.

If I Could Change My I.Q.

By ALBERT M. LERCH

"DAD, DON'T LOOK for me to bring home good grades on my report card," remarked a high-school student to her father during the mid-term. The girl had been a good student up until the time she decided not to uphold her academic standards. True to her words, her grades skidded until they were barely passing.

The above incident is occurring again and again in schools across the country. Many school officials and teachers have witnessed an apparent change in attitude by students toward grades and studying in general. There seems to be an air of indifference on the part of many students toward academic achievement. Somehow the attitude has developed that it is "chicken" to study or attain high grades. Students who make sincere attempts to achieve academically feel the sting of criticism, threats, ostracism, ridicule, and other indignities from those students who are not interested in achieving academically or who can't achieve academically because of restricted mental ability.

The writer has observed some of these things in his own school, and received confirmation of similar occurrences from colleagues in other schools. In an attempt

to discover underlying reasons or causes for the changes occurring among students, the writer began a study, starting it on the premise, "Misery loves company."

In one of the social living classes in the Northampton Area Joint High School, an experiment was conducted under the supervision of the instructor, Peter Schneider. The class was composed of approximately forty students ranging in I.Q. from 84 to 122. Ninety per cent of the class consisted of boys. Over half of the students in the class were rated as fair to poor students academically. Among the students with low grades were those who had been in frequent difficulty with the school officials on such matters as truancy, infraction of school regulations, disobedience, indifference toward studying, and neglect of assignments. Looking with disfavor or contempt on those students who excelled in their studies or other accomplishments was also one of their traits.

This particular class had just completed a unit of study on mental abilities. They were asked to write on the topic, "If I Could Change My I.Q., What I.Q. Would I Like to Have?" In all fairness it must be pointed out that the students expressed themselves sincerely. Every one of the students voluntarily signed his name to his report. It is important to know that every student in this study was familiar with his I.Q. Each student in the school is administered three mental ability examinations in addition to the other tests, namely, achievement, psychological, and aptitude. He also learns the results of these examinations.

The viewpoints expressed by the students reveal the following:

(1) All of the students except two expressed the desire to possess a higher I.Q.

EDITOR'S NOTE

If we could change our I.Q., we certainly wouldn't make it lower. Our problem would be to make it not too high for fear that we would be labeled geniuses. At first glance this title seems to make less sense than it does at second glance. Let's put it this way: How high an I.Q. would you like to have? The author is director of guidance at the Northampton Area Joint High School in Northampton, Pennsylvania.

than they had. The two who didn't desire a higher I.Q. were satisfied to be average persons. Of these two students, one stated, "If you are above average, people are jealous of you and are out to get you."

(2) The majority of students believed that a higher I.Q. meant better grades and in turn a better job out of school.

(3) Many of the students felt if they had a higher I.Q. they would go to college and prepare for a profession like "dentistry," "engineering," "medicine," "aeronautics."

(4) Most of the students associated better chance of success in life with a high I.Q.

(5) About three-fourths of the students expressed a desire for an I.Q. over 115. They wanted to be better than average.

The writer paid special attention to those students who were frequently in trouble with the school officials, who were indifferent in their attitude toward their academic progress, and who were not too favorably inclined to those classmates who were making higher academic grades. A few excerpts from their reports will show that these students were really not bad at heart but were in need of help, encouragement, and understanding, and that their activities were defense mechanisms to hide their weaknesses. Here are some excerpts:

"With a high I.Q. you would feel a lot better and would not feel out of place," wrote a boy who appeared indifferent and had low grades.

"With an I.Q. of 115 I would have more intelligence and could probably have more success in life." This boy was in frequent difficulty with the school officials.

"With an I.Q. of 125 I could become an expert in the Air Force or any part of the defense of our nation." Quiet boy, with fair grades.

This from a boy who was cynical and defiant at times: "I would like an I.Q. of 140 so I can better the living for the people of the world."

"I would like an I.Q. of 135 so I could have the ability to help myself and be able

to reason things out without any difficulty." This was a very poor student academically.

From a boy on the verge of expulsion several times: "With a high I.Q. I would have a better chance to go to college."

A boy who stayed out of school frequently wrote, "With an I.Q. of 110 I could do work that required more ability than I have now."

Finally, from a boy who experienced great difficulty in learning: "I would like an I.Q. of 120 because I would like to be better than average."

All the students expressed a desire to be something better than they were. They placed a high premium on academic status. One can sense their plea to be somebody, to be recognized, to be able to achieve, to be able to belong, and to want to succeed and have security. In reality they wanted the very same things for which they secretly envied others. Because they did not possess these things, they sought to discredit or downgrade those who possessed them. Could this then explain their general indifference, their undesirable attitudes and relations toward the school and other students, and their attempt to lower others because "misery loves company"?

In counseling the students involved in this study, the writer found them eager to talk. They were anxiously concerned about the record they made in school. Each one was most friendly and co-operative. They were greatly concerned about their chances for employment and for success in life after school days. Some traced their indifference to the fact that learning was difficult for them. A few confessed they were influenced by others in regard to their behavior and studying. They claimed they didn't study because some of the others didn't study. Some felt they were stigmatized by being assigned to a certain course or section which did not rate high in the school. Others explained they felt some teachers didn't make a serious effort to teach them or expect too much from them because they didn't have

too much mental ability. One student remarked, "When you are in the general education section, I guess some teachers figure this section contains the poorest students in the entire school, so what can they expect of you? Many times because they didn't expect much from us, we didn't do much." Another student remarked, "When you are assigned to a section that had the reputation of being a troublemaker the previous year, everybody figures you are going to be a troublemaker this year and so every move you make is watched."

In counseling these students, the writer showed through example and recounting of exploits of others that high mental ability

is not the sole requisite for success in life. He explained that there were other abilities which individuals possess and can develop which make for success. He discussed with them the traits for which an employer looks in an employee and he solicited the aid of outside agencies for further testing and counseling. Further steps included aid to the students in enrolling in vocational and technical schools to continue their training after leaving school; placement of many of these students in jobs in accordance with their interest and abilities; and organization of a committee of teachers to spot the low academic student early in his school life and to counsel, encourage, and help him.



The Parable of the "Show" er

By JUNE BERRY

Provo, Utah

Behold, a certain school librarian went forth to show new books. And it came to pass that she did show certain of the books in a display in the library. And the children came unto her and cried out with loud voices, Oh, would that we might take these books to read! But the librarian answered saying, These books are for showing, and I say unto you, whosoever would have one of these must needs return another week to receive it.

Now verily, as soon as interest was sprung up, it withered away because the books were not available.

And the librarian took certain book jackets from other new books and went forth to show them, yea even on the bulletin board near unto the office. And the same day, other teachers came and also placed diverse materials there likewise. Wherefore, these notices of school affairs sprang up near the book jackets and choked them. And great was the sorrow of the librarian.

And likewise the librarian went out to show book jackets on a classroom bulletin board. And so it was that the children saw them, and their interest grew, and some there were who took it upon themselves to

get the books from the library. But it came to pass after several days, many book jackets fell by the wayside and were trodden down and the waste-basket did devour them.

Then behold, the librarian went forth to a certain classroom and said to the teacher, Thy teaching may be enriched with the new books in the library. Seest thou these jackets? Wouldst thou have them to show thy students?

And the teacher answered saying, Yea, give them unto me. I shall make known unto my students these writings, and my lessons shall be added upon.

And the teacher went forth and showed them to her class, and discussed these books, yea, even one by one. And behold, the interest in these books sprang up and bare fruit an hundredfold. And the librarian went on her way rejoicing, exceeding glad.

Take heed, therefore, how ye proceed to publicize your books, for ye know what pitfalls await you. And woe unto him that heareth these words and hearkeneth not. His efforts shall be in vain. Yea, his books shall lie idle, and verily I say unto you, they shall not circulate.

High-School Students Can Write: GIVE THEM A CHANCE

By HAZEL BLACK DAVIS

LAST YEAR, I did some serious thinking concerning the teaching of English. I was disturbed by the inability of many high-school young people to write; consequently I dedicated myself to giving opportunities for writing—a year of making possible experience in developing long answers, a year of prodding reluctant authors to action. Testing plans of necessity had to change. Instead of mimeographing a large number of questions to be answered quickly and checked rapidly, I listed a few thought-provoking situations leading out of selections studied, and I not only encouraged but begged for long answers. I learned much:

Some thought three sentences a long answer.

Some said the same thing three ways and thought they had a good answer.

Very few wrote and wrote.

I refused to worry about finding time for grading. Possible drudgery was largely resolved by my increased interest in answers: What a variety of angles one question can suggest! I rejoiced in student growth in thinking and writing.

EDITOR'S NOTE

This is a story of a teacher's concern for the writing abilities of her pupils. She describes how she prodded reluctant authors to action. It was a matter of changing from objective-type questions to thought-provoking situations. Oftentimes teachers want brief answers, but in this case the teacher asked for long answers. She is on the faculty of the senior high school in Amarillo, Texas.

Came final examination time and the posting of the exam schedule. What did I find? Three exams in one day—Friday—with grade sheets due in the office by 9:00 Saturday morning. What a blow to ambition! Surely any writing would have to be done far ahead with only short-answer questions on the final day. In the circumstances any one should consider such a plan sage procedure.

Crashing in on my rationalization, however, surged a negation: Why build up to essay writing for nine months only to become sterile the last day of the school year? I wanted my students to think the entire examination time. I wanted no hit-or-miss dashing off of answers in thirty minutes with an hour left for boredom. Students are required to stay at least one and one-half hours. Few will remember to bring reading material, no matter how ardently they promise to do so. Who wants to read after a course is finished? Who wants to be studious just before vacation? Not many teenagers.

But how could I manage the time situation? Certainly there is no point in writing just to take up time. All writing deserves to be read carefully and to be evaluated seriously.

The solution to my problem came quite unsolicited. A former student just finishing his freshman English in college wrote: "May I help you grade your final examinations? I need practical experience." Uranium! A genuine vein! Yet I had done no prospecting; I owned no Geiger counter. The university student did an excellent job, marking spelling, punctuation, and faulty sentences. Evidently his presence in the room

inspired, for some wrote better than they had written all year for their teacher. Together we made the deadline with encouraging results.

We used forty-five minutes for drill on spelling, vocabulary, and a listening test on usage. Then we distributed mimeographed sheets listing sixteen challenges to writing. Ours was no give-away program, no promise of ease. Heading the list was Emerson's "What is the hardest task in the world? To think." We declared a silence. We let Emerson beg for "self-reliance." Ben Franklin beckoned, too, with his thirteen virtues. Which is the most useful? Which is the hardest to achieve? Which is the surest guarantee of success? Bryant caused meditation. Do teen-agers think deeply on serious subjects like death? Why should William Cullen Bryant at seventeen dip into "mysterious realms" more ably than twentieth century teen-agers? Are students always in a hurry? "Why should we live with such hurry and waste of life?" said Henry David Thoreau. "We have the Saint Vitus's dance, and cannot possibly keep our heads still." Can people today find wisdom in Thoreau's criticism? What is faith? Does Emily Dickinson show you in "I never saw a Moor"? Is

this popular poem an adequate definition for faith?

The students wrote. Some indubitably reached into hidden reserves—so effective were their comments; however, as is always the case, the very frank, human expressions have a way of sticking. One girl wrote, "I have always been in a hurry. I always have something else I should be doing, or somewhere else I should be going. Thoreau makes me wonder: Why should we be in a hurry *all* the time?" And a boy said, "I think I know what Emily Dickinson meant. Before I ever saw a wave, I believe I could have described one."

On and on the students wrote—their deep thoughts a revelation to the teacher and the university assistant. The students let themselves go—I hope not so much for a grade as for an opportunity to meditate and reveal. They proved that high-school students can write under the pressure of final examination time limits. They demonstrated student ability to respond to a challenge to think. And they verified once and for all the fact that today's high-school students can write on more scholarly subjects than "My Vacation" or "Rock 'n' Roll v. Calypso."



The Components of a Democracy

... Democracy is characterized by the fact that it fosters unity without uniformity, diversity without anarchy. To America's shores have come the oppressed, the hopeful, the rebels, and the heretics. In America they have sought a freedom that no other country dared afford. In freeing itself from the shackles of slavery, absolutism, and closed systems, democracy has become man's noblest experiment in organized living. There are still those among us who would bind us once again to outmoded tradi-

tions, comfortable habits, and alien authorities; and the democratic way of life, in its generosity, continues to let them speak their piece. But men who have tasted of freedom do not easily forget. The doctrine of democracy is freedom; its authority is intelligence; and its method is persuasion. Conceived in liberty and dedicated to a continuous emancipation of the human spirit . . . , democracy stands as a challenge to all the tyrannies and absolutes of history.—FREDERICK C. NEFF in *Phi Delta Kappan*.

Teacher Responsibility for STUDENT FUNDS

By

ERRETT HUMMEL and ROBERT HOUCK

AS AMERICAN SCHOOLS have grown to be the nation's largest business outside of national defense, we have developed processes and methods to insure that the money belonging to our schools and the people who handle this money are protected. This statement covers almost all situations where problems arise concerning school funds, with the exception of the area of student monies and accounts. In this area teachers and administrators often find themselves wondering just what their responsibilities are and what procedures they should follow.

During the past year, two instances of mismanagement have come to the attention of the authors. Both instances resulted in the loss of position for the teacher concerned; in one case, the teaching certificate was revoked. It is important that in neither instance had the school district provided implied or explicit directions to instructors for handling student monies.

Teachers feel worried when they are appointed custodians for funds belonging to some school organization. This uncertainty

occurs either because the district has not provided directions the teachers can follow or because the teachers were not aware that such instructions exist. Since every teacher from kindergarten through high school usually assists with some student activity, he deserves to have this problem fully discussed in his methods classes. More important, he deserves to have the policies of the district clearly detailed for him when he moves to a new position.

To ascertain attitudes as well as regulations throughout the United States in the hope that such information could assist individual districts to develop policies that would guide their teachers, we asked the forty-eight state departments of education to indicate their rules or judgments concerning several basic points. Following is a summary of the findings, based on answers received from forty-three states.

(1) Twenty-seven, or 62.7 per cent of the states, consider student body funds public or quasi-public funds.

(2) Sixteen, or 37.2 per cent of the states, consider student body funds nonpublic. Two of these states, Minnesota and Virginia, have laws which permit local school districts to vote and declare such funds to be public monies.

(3) Fifteen, or 34.9 per cent of the states, declared that custodianship of student funds is determined by state law.

Nine, or 20.9 per cent of the states, said that custodianship is determined by legal opinion.

Two, or 4.6 per cent of the states, have had court decisions covering this question.

Five, or 11.6 per cent of the states, have state department regulations.

EDITOR'S NOTE

Here is a survey of state-by-state policies regarding the legal status of student funds and provisions for handling the funds. The authors stress the necessity for informing teachers of their responsibilities in connection with money collected from pupils who engage in school activities.

Dr. Hummel is assistant to the President of Portland State College, Portland, Oregon, and Mr. Houck is principal of the Parkrose Senior High School, also at Portland, Oregon.

(4) Fifteen, or 34.9 per cent of the states, said that reasons other than the above determined the custodianship of their student funds. In some it is determined by practice or a general understanding; in others by the opinion of the state director of education; in others it is strictly a local school board policy; in others it is a regulation of the state comptroller; and some said that since the funds are not derived from taxes they are considered nonpublic.

(5) In five, or 11.6 per cent of the states, school districts are required to handle student body funds with district funds. In one of these five states (Minnesota), districts handle the money only if the people vote to declare the funds public monies.

In 88.4 per cent of the states, districts are not required to handle student funds.

(6) Thirty, or 71.4 per cent of the states, felt that the school principal was responsible for student body funds.

Twelve, or 28.6 per cent of the states, said no. Ten of these said no, unless he is assigned that duty by the school board.

(7) Six states have a state law which makes the principal definitely responsible. South Dakota has a state law which makes him responsible if he is authorized by the local board to handle student funds.

(8) Thirteen states require the individual who handles student funds to be bonded. Included in this total are two states that have a state board of education regulation.

(9) Eighteen states require an audit of the student body funds. Twenty-four do not require an audit.

Of the eighteen states that require an audit, fourteen or 77.7 per cent have a state law which compels them to do so. Five of the states, or 27.7 per cent, have a state board of education regulation requiring an audit of student funds.

All of the foregoing information emphasizes that we have throughout the states no consistent policies relative to the measures which should be taken to safeguard student money. It is apparent that in many schools the principal is recognized as the responsible authority, but it is amazing that the great majority of states and school districts, while recognizing the value of cocurricular activities, make little or no provision to insure that these activities will be carried out with adequate financial supervision.

We recommend that our teacher training institutions, state departments of education, and individual school districts take the following steps, if they have not already done so:

(a) That in teacher training classes some time be devoted to a discussion of the responsibilities classroom teachers will need for the proper supervision of student monies, with specific suggestions as to safeguards and precautions.

(b) That state departments of education require all persons who handle any considerable amount of nondistrict funds to be bonded, and in addition require that all these teachers enjoy the privilege of having their accounts audited by certified public accountants at least once a year.

(c) That school districts formulate written policy statements which will clearly explain to teachers, students, and lay public the responsibilities and authorities that those who supervise and handle student monies will be expected to assume.

(d) That school districts establish workable administrative procedures which will permit funds collected in school or at school functions to be deposited and receipted for without delay. Such procedures should guarantee that all funds will be checked by more than one person.

Atypical Attitudes in Typical Schools

By OTTO F. HUETTNER and JOHN J. HOSMANEK

EDUCATORS TODAY are tolerating a situation which is analogous to the nature of the problem of slums. Sociologists have frequently pointed out that whereas the tax returns from a slum area in a city are extremely small in comparison to the other areas of equal size, the expenditures for police and fire protection, for welfare, and for other services are considerably higher than in other areas of comparable size in the same city.

Similarly, in education we are tolerating a situation wherein approximately 5 per cent of the student population—in the name of democracy and equal opportunity and other clichés—overburdens the admittedly and necessarily limited services entirely out of proportion to the returns. These students comprise the atypical group which, despite all available counseling and help from school and community agencies, cannot adjust to the school situation—nor has the school found an adequate program to meet satisfactorily their unusual personal needs which are not readily identifiable and do not fall into the usual school patterns—

thereby disrupting educational experiences for their fellow students until they at long last reach the minimum age for leaving school.

The fact that we are committed to do the best we can for this minority does not necessarily mean that this must be done at the expense of the great majority. As a matter of fact, we are not satisfactorily meeting the needs of the minority, but in attempting to do so, we are curtailing the experiences of the great majority. It's not just! It's not democratic! It's not practical! It's too costly! It doesn't make for equal opportunity!

What takes place in an educational setting wherein a small percentage who have a serious attitude problem require more than their share of the teacher's time, the principal's time, and the counselor's time? Very simply, all of the other students receive less service from these people. Herein lies the reason why insufficient time, study, and programing are devoted to the exceptionally bright group, who certainly have an equal right to commensurate opportunity with any other group in the curriculum. We are so busy putting out fires that we have no time for fire prevention.

Admittedly, there is much that can be and is being done to help the student with the atypical attitude. We can refer him to a counselor—if we have one and he has the time and ability to do an adequate job. Similarly, we can refer him to a psychologist—if we have one, etc. We can refer him to community agencies—if the community has them and they are adequate.

After referral to all sources of help, the fact still remains that the student must be returned to an adequate environment in which he can satisfactorily grow. Outside of the school, the community has been unable to provide any reasonable environ-

EDITOR'S NOTE

Yes, many schools face the situation described in this article. But what can they do about the youth whose attitude is firmly antischool despite all reasonable efforts to counsel him, motivate him, and reason with him? Is separation from school the answer? If so, what other kind of school or camp would he attend? Who would pay for such schools? The authors, who are principal and assistant principal, respectively, of South Side Junior High School, Sheboygan, Wisconsin, will find readers sympathetic to most of their viewpoints.

ment which will meet the needs of the atypical child. Actually, such a child is frequently adversely affected by his community because he finds it geared to those who find it easier, for a variety of reasons, to adjust. Therefore, he gravitates toward persons and things rejected by society and finds he is recognized and accepted—in the pool hall, corner hangout, etc., where it is not unusual to find unsavory personalities, talk, and reading material. This further alienates him from society and makes his problem and that of society and the school more grave. We can, of course, put him in a classroom with an understanding teacher—and fortunately we all have those—who will do what he can—but is this enough?

Let us keep in mind that the remainder of the students, while better adjusted, also have problems and deserve equal opportunity to become better adjusted. They, by virtue of exercising responsibility have *earned* a right to a public school education! Obviously, they represent the large majority of our maturing citizenry from which we must draw not only our leaders, but the rank and file who will determine the future of our democracy.

Undoubtedly, few educators would be unsympathetic toward a student who was badly maladjusted. We are all intellectually and morally committed to a profound respect for the human personality. Therefore, we would agree that something must be done for these students. But, must it involve the traditional measures which, as has been pointed out, are detrimental to others?

What, then, can be done? Send these people to "reform schools" where they can be helped? They aren't guilty of breaking laws and most "reform schools" are overcrowded, too. What about vocational schools? Too many have "passed the buck" to the vocational schools for too long, although this is the answer to a limited number of cases. Send them to work? Impractical, for at least legal, moral, and physical reasons. Expel them? That's "passing the

buck" to society. What about "work camps" similar to those the British sponsor for incorrigible youth? This could be at least part of the answer.

There must be a practical answer. We've done much already by adjusting the curriculum and by doing some of the things mentioned above. Is it possible the solution lies in some form of educational camp where the environment is more conducive to wholesome development than in many of the homes of these students? These camps would have the advantage of not having to conform to the traditional curriculum—without having the Bestors and Zolls stirring up controversy which centers our attention on "the hole and not the doughnut."

These camps would be entirely consistent with our democratic philosophy of providing the best we are able for each individual. The history of American education shows our concern for adjusting the curriculum and providing special facilities so that groups such as the mentally handicapped, blind, and others are given the opportunities for education which will be of greatest value to them. It is consistent with our philosophy of American education that the type of opportunity inherent in providing for special needs be extended to the atypical group being discussed. These camps could be tailored to meet individual needs, individual ability, and individual interest, in an environment which could be both constructive and helpful in the sense that a student could discover some source of ability, interest, or pride to use as a starting point toward assuming a reasonably responsible role in the society where he will spend his adult life.

Furthermore, these camps could experiment with all that we could do if our time and resources were not spent in providing for the needs of the other ninety-five per cent. No stigma need to be attached—this would be just another form of school suited to the needs of these individuals.



Book Reviews



FORREST IRWIN, *Book Review Editor*

Fundamentals of Curriculum Development (rev. ed.) by B. OTHANEL SMITH, WILLIAM O. STANLEY, and J. HARLAN SHORES. New York: World Book Co., 1957. 685 pages, \$5.75.

The writers of this volume analyze in a scholarly, skillful, and masterful presentation the many concerns of curriculum development. Throughout the book, the reader is provided opportunities to formulate his own concepts of philosophy of curriculum development, design, and procedures. This problem-solving process for the student is encouraged by a discussion of the many examples of materials, practices, and programs which precede the chapters devoted to the human relations problems and the philosophical and psychological issues inherent in curriculum development. Thus the authors do not reflect one method, one design, or a single philosophy of curriculum development.

Part 1 is concerned with the social realities which should have implications for curriculum development. Aspects of social realities which are discussed are concerned with the culture, community changes, the values and crises which form impacts for developmental changes in educational programs.

Part 2 considers principles and procedures for curriculum development. The authors emphasize the need for subject matter in any curriculum pattern by stressing that subject matter must be selected and utilized in terms of the maturity level of the learner. The chapters in this section offer an effective discussion of the problem of grade placement of subject matter currently known as sequences.

Part 3 focuses the attention on several types of curriculum design—subject centered, activity centered, experience centered, and problem centered. Following the discussions of the characteristics of these types is an evaluation of curriculum patterns which are now current not only in educational theory but in educational practice. The questions set forth in several chapters in this section are of most challenging nature to the student.

Each chapter is followed by problems and learning activities which should help meet the needs of individual students. At the close of each chapter are also found selected annotated readings which will deepen understandings for the student.

HELEN M. NANCE

Professor of Education
Director of Elementary Education
Illinois State Normal University

Problem Solving in Our American Democracy by J. OLIVER HALL and RUSSELL E. KLINGER. New York: American Book Co., 1957. 581 pages, \$4.40.

With the increase of courses in problems of American democracy for high-school youth, teachers and supervisors are on the alert for texts that can offer aid in this area. Into this field now comes the above text, the aim of which is "to help you learn effective techniques to use in meeting your personal problems."

In twenty-eight chapters comprising six units the authors present material for developing understanding in government, sociology, economics, and international affairs.

It is a mark of our changing conceptions of citizenship education that separate chapters are devoted to such subjects as the following: "Getting Along with Others," "Choosing a Vocation," "Dating and Marriage," "Alcoholism and Narcotics," "Our World-Wide Relationship," "The United States and the U.N.," and so on.

The language of the text is not pedantic, but adequate and within the comprehension of students. Many well-chosen photographs and cartoons assist in making it an attractive text. Attempts are made at the end of each chapter to cater to the individual interests of students, by such means as "Terms to Be Mastered," "Questions for Discussion," "Keeping up to Date (Special Projects)," "For Additional Content," "For Added Interest." It appears to this reviewer that the books listed under "For Additional Content" and "For Added Interest" are inadequate. Too few fiction books are recommended. Some of the nonfiction books are too difficult for the average high-school student. Regrettably lacking are recommendations for very fine pamphlets and bulletins that could be used for many chapters.

A teacher's manual is furnished to any teacher requesting it. In it are found a good sampling of tests, a fair sampling of recommendations for visual aids, and some excellent suggestions for further classroom activities.

Problem Solving in Our American Democracy is a lucid, logically organized, nicely illustrated text and is a fine contribution to the improvement of social studies education.

IRWIN A. ECKHAUSER

Instructor in Social Studies and English
Consultant on Audio-Visual Aids
Mount Vernon, New York, Public Schools

The Pamphlet Review

Improving Reading in the Junior High School by L. JANE STEWART, FRIEDA M. HELLER, and ELSIE J. ALBERTY. New York 1: Appleton-Century-Crofts, Inc., 1957. 67 pages, 95 cents.

This monograph is the outgrowth of an experiment conducted at University School of Ohio State University by an eighth-grade core teacher, the librarian, and the co-ordinator of research and publications.

The underlying motive which prompted the project was to gain a better understanding of how a core teacher and a librarian might help junior-high-school boys and girls improve their reading skills and widen their reading horizons.

Considerable pains are taken to describe the composition of the core program in the University School.

This is understandable since the basic object of the report is to show the interaction of the library services with the core program. On the basis of their experiences, the authors conclude that much can be done to improve the reading abilities of junior-high-school pupils if the mechanics of co-ordination can be developed between the core teacher and the librarian.

Teachers of Children Who Are Mentally Retarded by ROMAINE P. MACKIE, HAROLD M. WILLIAMS, LLOYD M. DUNN, et al. Washington 25: Superintendent of Documents, United States Government Printing Office, Bulletin 1957, No. 3. 97 pages, 45 cents.

This publication is one of a series reporting on the nationwide study, "Qualification and Preparation of Teachers of Exceptional Children," which since 1952 has been one of the major projects of the United States Office of Education. It is concerned principally with the distinctive skills and abilities needed by teachers of mentally retarded children and presents national opinion of recognized professional workers in the field on the special competencies required of teachers of the mentally retarded and on some of the professional experiences that may be needed in developing these competencies.

An Exciting Profession: New Horizons for Secondary School Teachers by J. LLOYD TRUMP. Urbana, Ill.: Commission on the Experimental Study of the Utilization of the Staff in the Secondary School (200 Gregory Hall), 1957. 36 pages, free.

Supported by the Fund for the Advancement of Education in co-operation with the National Association of Secondary-School Principals, the commission concerned itself with the changes in secondary education which will inevitably occur as a result of various forces exerting their pressures on the schools today. This booklet offers a most enlightened treatment of ways and means by which the school staff can be utilized more effectively in order to cope with the ever increasing problems of bulging enrollments, inadequate tax funds, and insufficient as well as poorly trained teachers.

Of particular interest to the professionally minded educator is an outline of more than one hundred experimental studies in the area of staff utilization which can be conducted in the local setting. It is recommended that the reading of this booklet be given a priority rating by both teacher and administrator. Copies are available by writing directly to the Commission on the Experimental Study of the Utilization of the Staff in the Secondary School, 200 Gregory Hall, Urbana, Illinois. Dr. Trump, director of the commission, is professor of education at the University of Illinois.

The High School Principal and Staff Work Together by ELWOOD L. PRESTWOOD. New York 27: Bureau of Publications, Teachers College, Columbia University (525 W. 120 St.), 1957. 96 pages, \$1.25.

In the area of education, just as in industry, a number of morale studies have revealed that when administrators and staff members work together effectively, morale is at its highest point. However, it is not so easy to work together as may be assumed.

The author does a most credible job in presenting and analyzing the many facets of this essential co-operative relationship between the principal and his staff. Fortunately, abstract and theoretical soundings are completely avoided, and in their places are concrete suggestions for creating that type of climate conducive to the establishment of harmonious relations among the working members of a school.

The Teacher of English: His Materials and Opportunities by JAMES E. WARREN, JR. Denver 10: Alan Swallow (2679 South York), 1956. 95 pages, \$1.50 (cloth bound, \$2.00).

The author establishes most definitively the many roles and responsibilities entrusted to the English teacher. Included are explorations in the field of poetry, drama, story, language, imagination, and

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creative writing. In addition, the roles of an English teacher as a humorist, psychologist, historian, critic, biographer, traveler, librarian, and American are discussed adequately and interestingly. This small volume is a collection of previously published articles discussing the problems faced, the solutions found, and the judgments passed in the author's twenty-odd years of teaching English.

New Directions in Teacher Education by PAUL WOODRING. New York 22: Fund for the Advancement of Education (477 Madison Avenue), 1957. 142 pages, free.

The Fund for the Advancement of Education has regarded teacher education as its most important area of concern. The projects supported by the fund over the past six years have been in the general area of teacher recruitment and training. This report is basically devoted to a critical review of all the projects in teacher education supported by the fund and offers recommendations for the improvement of teacher training programs.

The author, who directed the evaluation of these projects, calls for an interrelated four-part teacher education program consisting of (1) liberal education; (2) professional knowledge, as distinguished from professional skills; (3) an extended knowledge of the subject or area taught; and (4) skills in

managing a classroom, in working with children and young people, and in supervising the learning process.

Copies of this report are available upon request.

Handbook for Americans by THOMAS S. ERLNBACH. Washington 3, D.C.: Public Affairs Press (419 New Jersey Ave., S.E.), 1957. 56 pages, \$1.00.

In the fullest sense this is a handbook for Americans since it contains a collection of documents, facts, and other information which constitutes the very backbone of the American way of life. The major national documents are included accompanied by brief historical sketches, and the organization of the national government is outlined. Other topics included in this booklet are the flag, national songs, American holidays, facts about our states, leading Americans, presidential election returns, memorable quotes, notable American speeches, and interesting historical facts.

As Others Like You (3d ed.) by MARGARET STEPHENSON and RUTH MILLETT. Bloomington, Illinois: McKnight and McKnight Publishing Co., 1957. 84 pages, 80 cents.

This booklet is written for young people. It presents material covering selected situations, such as dating, meeting people, living with others, in an

easy-to-read style. The dogmas of etiquette are not stressed, but rather a way of thinking. It tells why correct social usages are important and emphasizes the fact that the feelings of others are the basis for proper manners. The excellent illustrations abundantly used add interest to this practical guide.

Free and Inexpensive Learning Materials (8th ed.) by the DIVISION OF SURVEYS AND FIELD SERVICES. Nashville 5, Tennessee: George Peabody College for Teachers. 1957. 264 pages, \$1.00. (discounts on quantity orders).

This volume is designed to help the librarian, teacher, and pupil collect current sources of information. The new edition contains over 4,000 entries which are selected for content, timeliness, readability, and freedom from obtrusive advertising.

Pamphlets Received

Blueprint for Talent Searching—America's Hidden Manpower by RICHARD L. PLAUT. New York 28: National Scholarship Service and Fund for Negro Students (6 E. 82d St.), 1957. 42 pages, 50 cents (discounts on quantity orders).

Books About Occupations—a Reading List for High School Students by MARGARET HAGGERTY ANDERSON, OAKIE ROBISON GERAKIS, and OSCAR M. HAUGH. Lawrence, Kansas: Kansas Studies in Education (School of Education, University of Kansas), 1957. 48 pages, available upon request.

Crisis in Higher Education by CHARLES P. HOGARTH. Washington 3, D.C.: Public Affairs Press (419 New Jersey Ave. S.E.), 1957. 60 pages, \$1.00.

Economic Problems of Natural Resource Use by WILLIAM H. STEAD. New York 36: Joint Council on Economic Education (2 W. 46th St.), 1957. 64 pages, \$1.25.

Liberal Education in an Industrial Society (Public Affairs Pamphlet No. 248) by DAVID A. SHEPARD. New York 16: Public Affairs Committee (22 E. 38th St.), 1957. 28 pages, 25 cents.

Research Relating to Children, Clearinghouse for Research in Child Life, Bulletin No. 5 (Washington, D.C.: United States Children's Bureau), 1957. 124 pages, 75 cents.

Summer Employment of High School Science Teachers, Future Scientists of America Foundation. Washington 6, D.C.: National Science Teachers Association (1201 Sixteenth St.), 1957. 30 pages, available upon request.

Books Received

Beginning American English by ELIZABETH GILLILAN MITCHELL. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1957. 247 pages, \$2.64.

Broadcasting in America by SYDNEY W. HEAD. Boston: Houghton Mifflin Co., 1956. 502 pages, \$6.00.

The Child and His Elementary School World by RUBY H. WARNER. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1957. 406 pages, \$4.95.

Children and Their Teachers by DENA STONE. New York: Twayne Publishers, 1957. 280 pages, \$4.00.

Creative and Mental Growth (3d ed.) by VIKTOR LOWENFELD. New York: The Macmillan Co., 1957. 541 pages, \$5.90.

Methods and Materials in Elementary Physical Education (2d ed.) by EDWINA JONES, EDNA MORGAN, and GLADYS STEVENS. Yonkers, N.Y.: World Book Co., 1957. 426 pages, \$4.25.

Music Education, Principles and Programs by JAMES L. MURSELL, MORRISTOWN, N.J.: Silver Burdett Co., 1956. 386 pages, \$3.75.

Teacher Demand and Supply in Michigan, 1954-1970 by the Teacher Education Study Group of the Michigan Council of State College Presidents. Ann Arbor, Mich.: J. W. Edwards, Publisher, Inc., 1956. 128 pages.

FROM POCKET BOOKS, INC., 630 FIFTH AVE., NEW YORK 20, N.Y.:

Oliver Twist by CHARLES DICKENS, 1957. 457 pages, 50 cents.

FROM THE NEW AMERICAN LIBRARY OF WORLD LITERATURE, INC., 501 MADISON AVE., New York 22, N.Y.:

Don Quixote—Cervantes translated by WALTER STARRIE, 1957. 432 pages, 50 cents.

Evolution in Action by JULIAN HUXLEY, 1957. 141 pages, 50 cents.

Gods, Heroes and Men of Ancient Greece by W. H. D. ROUSE, 1957. 192 pages, 50 cents.

The Living Talmud: the Wisdom of the Fathers and Its Classical Commentaries translated with an essay by JUDAH GOLDIN, 1957. 256 pages, 50 cents.

Plutarch—Selected Essays On Love, The Family, and The Good Life translated by MOSES HADAS, 1957. 192 pages, 50 cents.

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TV & NEWER MEDIA

Annie Get Your Gun

A STUDY GUIDE

Behind the brashness of *Annie Get Your Gun* (N.B.C.-TV, November 27, 8:30-10:30 N.Y.T.) are a few ideas that teen-agers would do well to mull over in the classroom. Not that the eleven-year-old musical is a didactic play. The story of how shy, backwoods Annie Oakley falls in love with sharpshooting Frank Butler of Buffalo Bill's Wild West Show is uncluttered by any "message." It is simply a tale of a girl falling in love with a successful man, encountering complications, and eventually getting her man, related with accents on broad humor and song.

Material for schoolroom discussion emerges from the concept that as a marksman Annie is superior to Frank. For this reason Frank cannot fully love her. The question arises whether it is dangerous for a husband and wife (or even a boy and girl going steady) to be in the same field of endeavor for fear that the member of the "weaker sex" might be the better worker and thus deflate the ego of the male. Should the girl, as Annie did, hide her true ability in deference to the boy's pride? Should the boy be "big" about it and graciously admit that the girl is superior to him in this area? Would a boy continue to date a girl who consistently beat him in tennis or bowling since sports traditionally belong to the male domain? A provocative discussion can evolve from the problem of whether a boy starts to feel concerned about his girl's achievements because the achievements are in masculine areas in which he should excel but doesn't.

Then too there is the question of whether Frank Butler is just a "glory boy." Does the fact that his sport, sharpshooting, is an individual rather than a team sport contribute to his conceit? What sports in high school would you classify as individual rather than team sports? Are these more conducive to the development of the cocky athletic hero, the glory boy? Or is this type of self-centered athlete the product of excessive publicity for certain major team sports?

Students should be asked to listen closely to the Irving Berlin score in order to decide

whether the music is an integral part of the play. (A nonmusical version is available for amateur production.) Do they find that the eleven-year-old songs are dated?

Keeping in mind the strong and weak points of each of the three media, teachers might ask the class to decide if the play is best suited for stage (in which version Ethel Merman starred), movie (Betty Hutton), or TV (Mary Martin) presentation.

Annie Get Your Gun is not great art. But it is delightful entertainment, and it contains ideas related to teen-agers' problems. For these reasons this light musical could be more valuable for schoolroom discussion than a drama with a little more "tradition" attached to it.

H.B.M.

PRINTED PERSPECTIVES

Dell First Editions: Primers in the Arts

A real weakness of the so-called paperback revolution is its inability to publish new authors: the overwhelming majority of paperbacks are reprints. And since it is profitable to sell reprint rights, there is a pressure in hard-cover publishing to print the kind of book that will either be reprinted, be sold to the movies, or be chosen by the book clubs. This is another way of admitting that the publishing industry is being pushed in a corner of nonconformity; it is being badgered toward the safe manuscript, the formula that will bring the big pay-off. It's good to keep such harsh facts in mind when praising the paperback as an instrument of cultural renaissance. And the following words of praise for two Dell "first editions" should be read with the realization that most of what the same publisher reprints has no such cultural pretensions: quite the opposite, in fact.

Modern French Painting, 1855-1956 by Sam Hunter (256 pages, 50 cents) is particularly strong in describing the social and ideological context of modern, experimental painting. For example, the horror of "academic" paintings (taken to ridiculous extremes in contemporary abstract expressionism) derives from the difficulty, even impossibility, of finding exhibition

space in the nineteenth century for painters who did not follow the stodgy ideas of conservatives in control of the jury. Manet, Degas, Monet, Renoir, Cézanne, Gauguin, Van Gogh, Lautrec, Matisse, Picasso, Rouault are among the painters whose work is sympathetically explained. Twenty-four color plates are explicated in detail in a center section, supplementing the general comment of the text itself; twenty-four more black-and-white cuts add to the visual usefulness of the book. Other important features: a chronology of the period; a glossary of important movements and ideas; and a bibliography for further reading. This is an ideal volume for term paper and theme ideas; several copies could be an asset to a classroom library.

Another Dell "first edition" useful for classroom investigations of music is Carter Harman's *A Popular History of Music, from Gregorian Chant to Jazz* (352 pages, 50 cents). Since Harman is the music editor of *Time*, the style is one that makes a compromise between technical analysis and lively anecdote. Following four chapters on origins, there are separate considerations of Bach, Haydn, Mozart, Beethoven, Schubert, Weber, Schumann, Berlioz, Chopin, Liszt, Wagner, Brahms, Debussy, Strauss, Schoenberg, and Stravinsky. Added advantages include a page of musical notation, a composer's life chart, and a glossary of musical terms.

Such inexpensive introductions to the non-verbal arts as these make it a perfectly natural thing for literature and world history teachers to assign outside reading reports and term papers on great composers or painters who lived during the period under formal classroom study. It would be hoped, too, that an interest in Harman's book might carry over to weekly reading of his thoughtful and wide-ranging columns in *Time*, and that the classroom might thereby begin to take some cultural leadership back from the disc jockey radio show and drug-store magazine rack. For schools with funds to start a self-service, self-amortizing LP record library, another Dell first edition, Warren DeMotte's *The Long Playing Record Guide* (50 cents), is a sound investment. DeMotte's book is an attempt to bring some measure of confidence to the new patron of the LP confused by the large number of performances of varying merit of a single important piece in the classical repertory. These "original" paperbacks deserve our support for a more important reason than their intrinsic classroom value: they represent the efforts of the soft-cover publishers to rise above a parasitic relationship to the hard-cover industry. Considering the enormous pressures to

make publishing a minor adjunct of the book clubs and the movies, it behooves the teacher to support every tendency designed to humanize mass publishing.

P.D.H.

Taking the Art of Film Seriously

Among literate movie-goers (and in a good many visually aided English classes) a common complaint is that "they absolutely ruined the novel." George Bluestone, in his revised doctoral dissertation, *Novels into Film* (Baltimore: Johns Hopkins Press, 1957, 264 pages, \$5.00), presents the idea that there is no reason why "they" should try to reproduce the novel on the screen. His thesis is that the film is a distinct art form with its own intrinsic demands and resources. In the first third of his work he describes the nature of the film and contrasts it with the nature of fiction. He demonstrates with copious examples from the history of the film—and the novel—that the two forms of art are inherently different ways of seeing reality. Valuable for its definitions of an art that is often not yet even accorded the respect due a new art form, the work may be even more useful to teachers for Dr. Bluestone's selection of illustrations for his thesis: *The Informer*, *Wuthering Heights*, *Pride and Prejudice*, *The Grapes of Wrath*, *The Ox-Bow Incident*, and *Madame Bovary*. The book, incidentally, is important as evidence of a new interest in popular culture on the part of liberal arts faculties in our major universities.

Bosley Crowther approaches movies in a more traditional fashion in *The Lion's Share* (New York: E. P. Dutton and Co., 1957, 320 pages, \$5.00), a history of Metro-Goldwyn-Mayer. Film critic for the *New York Times* for nearly twenty years, Crowther gives many intimate pictures of the development of the Hollywood industry. Some are enlightening—such as Louis B. Mayer's penchant for breaking into "The Star-Spangled Banner" or "Mammy" at the drop of an adverse critical remark. Many of Crowther's anecdotes, however, are much too private—verbal maps of the stars' bedrooms, gossipy whisperings about their marital relations. Again, we infer something about the dynamics of the matriarchal engineering that propels many a young hopeful to star status. Yet these gems are embedded in a setting (and with a style) reminiscent of the gossip columnists. (Why, by the way, so little about the manipulation of the star system? Why so little aroma of the "sweet smell of success?") Too little attention is given to promotion campaigns and advertising (an area that Crowther

covers capably for his newspaper). Disappointing, too, is the tendency simply to list M-G-M films with which casual readers are unfamiliar. In a word, a dedicated, daily Crowther reader expected a more critical history. The book is valuable, nonetheless, for its unraveling of the tangled financial history of the company and its indication of how economics affect aesthetics; indispensable also for the way it shows the importance of personality in film-making, with glimpses of the characters of financiers, producers, and stars. One marvels, after reading *The Lion's Share*, not that movies are so much worse than ever, but rather that the studio slogan—"Ars Gratia Artis"—is ever taken seriously.

MARY E. HAZARD
Levittown, Pennsylvania

POEMS FOR TEACHING

Reuben Bright

By EDWIN ARLINGTON ROBINSON

Because he was a butcher and thereby
Did earn an honest living (and did right)
I would not have you think that Reuben
Bright
Was any more a brute than you or I;
For when they told him that his wife must
die,
He stared at them and shook with grief and
fright,
And cried like a great baby half that night,
And made the women cry to see him cry.
And after she was dead and he had paid
The singers and the sexton and the rest,
He packed a lot of things that she had made
Most mournfully away in an old chest
Of hers, and put some chopped-up cedar
boughs
In with them, and tore down the slaughter-
house.*

One of the most superb poets with whom to interest students in poetry, Robinson lends the teacher efficacy on many levels. For instance, if the student has been introduced to the traditional sonnet forms, he may think that a given poetic form remains rigid, that recognition or even writing of it is an academic exercise at best. Yet here Robinson indicates (as Robert Frost said of him) how he stayed content with

the old ways to be new. "Reuben Bright" employs the standard decasyllabic sonnet line metrically composed of the old, familiar iambic pentameter. But the usual switch in attitude that is supposed to come formally in the change from the octet to the sestet is gone.

Instead there is a wrenching of mood and theme that comes in the very last line, and the consequent twist, or irony, infuses the poem with whole new layers of significance. Moreover, Robinson is a master at providing natural speech rhythms that carry the reader easily through the poem, and yet that work within traditional practice. The run-on between lines 1 and 2, 3 and 4, 9 and 10, 12 and 13, 13 and 14 makes the sonnet sound like ordinary conversation; yet the lilt of poetry remains intact because of line divisions into a tight *abbaabbacdcdee* rhyme scheme. Even the formal rhyme scheme is altered by giving the octet the stanzaic endings of the Petrarchan sonnet and giving the sestet the endings of the Shakespearean. Robinson's trick is to complete the sentence at the end of the octet and then to make a slight change in narration, in story, rather than in mood or attitude, in the sestet. The octet sets up the "story"; the sestet finishes it.

The wrench of mood and meaning via irony in the last line is a typical device of Robinson. In the famous "Richard Cory" (four quatrains rather than a sonnet), the last line is an obvious change (p. 210); again the word "happy" makes the same change at the end of "Cliff Klingenhagen" (p. 213); and in "Credo" (p. 214), the last three lines, instead of the traditional concluding couplet, make the change. In short, it is easier with Robinson (whom students usually enjoy reading) than with most other poets to demonstrate how delightful even the dull and deadly mechanics of poetry can be.

In the more significant matter, the approach toward what the poem does with meaning, Robinson is again most helpful in showing students how poetry can make even the individual word important. For instance "Reuben Bright" at first appears to be the story of a man who was passionately anguished by the death of his wife. As just a personal snapshot it still remains a diverting and highly readable exercise in craftsmanship, but it has none of the larger implications which we have every right to expect of the true poet's insight into what man makes of life. But when we come to the impact of "and tore down the slaughter-house," the very suddenness and seeming irrationality of that action tease us with the feeling that there is "something more" going on here.

* Reprinted from *The Pocketbook of Modern Verse*, edited by Oscar Williams (New York: Pocket Books, Inc., 1954), 50 cents. All other page references are to this volume.

On the level of pure narrative we may say that Reuben tore down the slaughterhouse because he felt his life was done, and, therefore, there was no more purpose in making a "living." Yet we are also forced to consider more than the personal effects of Reuben's private grief, for "butcher" and "slaughterhouse" are inevitably associated with death. And it was the suddenly overwhelming recognition of death that made Reuben tear down the slaughterhouse. Robinson works by implication rather than by specific statement; here there is an entirely new implication about the man's reaction to death. Perhaps an outright question like "What did his wife's death make Reuben realize about death?" will lead the student to the obvious answer: he recognized the grief and horror and irreversible loss made by death, which had been, before this, simply a business.

Reuben, a good man (he "did right"), then repudiates death as a means by which man can make a life. Instead he preserves memories of life: he puts the preservative of cedar boughs in the old chest containing the past. The cedar is a traditional symbol of death (cf. Whitman's "When Lilacs Last in the Dooryard Bloom'd"), and it works with magnificent irony here. The sweetness of life, the memory of life, is made poignant and meaningful by the fact of death, so that recognizing the finality of death, man turns to a grasp of life. It is this recognition of death that preserves life by making one cherish it—and so Reuben Bright tears down his slaughterhouse. The final answer to the question about what his wife's death makes Reuben recognize is: Life. Just as life comes from death in the theme of the poem, so Robinson makes life come from death in the very structure and narrative progression of the poem, which leads to the life-worshipping and hard-hitting last line: the reader's realizations are made the same as Reuben's.

The poem ostensibly is not concerned with war, poverty, disease, or any of the perversions with which men misuse themselves and the life they must share with all other men. Yet in implication the poem expands to embrace

every possible misuse and becomes a universal statement of the reverence man must feel for life. Probably the student will immediately recognize the justice of the teacher's assessment of the poem in these larger terms if he is asked to consider that Robinson might be saying literally that no one ought to be a meat grocer by trade. Struck with the ridiculousness of this, he will see that the poet uses "butcher" literally only to identify Reuben as a particular individual; but that in the implications of the poem Robinson chose the word for its widest metaphorical sense. In that sense indeed, no one should be a "butcher."

Once the student sees this, it is but a step for him to see something very important about the nature of poetry. The materials of a poem are unimportant. What is done with the materials is what makes poetry, whether or not it exists in discernible stanzaic or metrical form. Readers new to poetry are accustomed to think of the materials of poetry as consisting of fair damsels, pretty flowers, nice moral sayings, nymphs, and shepherds. But modern poets, in rebellion against materials which have little or no relation to the life we actually lead, demonstrate again and again that anything can be legitimate material for poetry. Even improbable subjects like butchers. And when the anything is taken from the real life we know, and is cast into images we can recognize in our own experience, then the student can more easily see that poetry does speak to our own human condition.

So Robinson constantly takes "little" people, "ordinary" people, who lead the "usual" life of all of us, and finds therein the dramatic, the poetic, and the human. He made his fictitious "Tilbury Town" (patterned after Gardiner, Maine) to be the place in which we all live, in which the Reuben Brights and Luke Haverhags and Cliff Klingenhagens (with deliberately realistic, "unpoetical" names) are all of us. When we reconsider "Reuben Bright" in its larger dimensions, we have new insight into what Robinson meant at the beginning of the poem when he said, "I would not have you think that Reuben Bright/ Was any more a brute than you or I." For in all of us, even our most common selves, exist the deepest common denominators of all mankind. It takes a poet, using these common materials and looking at the homely with compassion and understanding, to make us see this human fact, which, but for poetry, our factual minds would ignore.

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➤ Audio-Visual News ➤

By EVERETT B. LARE

Educational Film Library Association

The Educational Film Library Association held its annual conference at Chicago, July 18-21. Some readers may not be acquainted with this organization and its work. Therefore, I will give a brief summary of its activities.

(1) A national conference is held in July in Chicago and an eastern regional conference is held in New York City in January. At both of these conferences workshop sessions, discussion groups, and screenings of outstanding films are held.

(2) Evaluation of forty films is made each month. Members receive a library evaluation card for each film. At the present time, evaluation cards of over 2,500 films are available. These may be ordered in any quantity.

(3) A series of booklets on film library administration are available.

(4) Members receive the monthly *EFLA Bulletin*.

(5) An EFLA red book of audio-visual equipment is available to nonmembers for \$3.00 or free to members.

(6) There are four types of membership (\$3.50 to \$35). Complete information may be obtained from the Educational Film Library Association, Inc., 250 West 57th Street, New York 19, New York.

CONVENTION HIGH LIGHTS

Closed Circuit Television. Daige Television presented a film on the closed circuit educational television system in Hagerstown, Maryland. This installation has received national attention and, therefore, is one to be watched closely. It originally was set up in Washington County and included 462 square miles. The first summer sixty teachers spent six weeks in training and preparing good visual materials for use for the closed-circuit setup. The value of close-ups was emphasized. In 1958, 12,000 schools in Maryland will be included in this setup.

Miss Wanda Mitchell of Evanston, Illinois, described the closed-circuit television used in her school last year. She taught three English speech classes simultaneously from a sending

room. The two receiving rooms were in charge of cadet teachers. The students rotated rooms. Typing was taught by another teacher to two classes simultaneously. There was no rotation of classes in typing, but the teachers and students felt that the results in typing were equal in each class. In both setups, talk back was provided. When films were needed, they were projected in a projection room into the camera and received over the closed-circuit receiver. Some students said that they would prefer to see the films in the conventional manner on a larger screen. All cameras were operated by students who received three weeks' training in the summer. Science, home economics, and several other subjects will be taught in a similar manner in the future in this school.

EFLA Co-operates with Audio Visual Commission on Public Information. Dr. Charles Schuller of Michigan State University presented three bulletins, all outstanding for use with P.T.A. and other public groups. These bulletins are not designed for use with teachers: (1) "A Crisis in Education," \$3.50 per hundred; (2) "Telling Your A-V Story," \$8.00 per hundred; and (3) "Gateway to Learning," \$10.00 per hundred. I should especially recommend "Gateway to Learning" because of its greater visual appeal and the endorsements of outstanding leaders, including President Eisenhower.

"The Curious Citizen," an outstanding set of transparencies which may be cut and made into a set of slides, has been prepared by Adrian TerLouw of Eastman Kodak for use in presenting an audio-visual program to a public audience. The pictures were all taken in one school in New York State. Accompanying the pictures will be a record and a guide. Let me recount the story as shown in the pictures. Two curious citizens come to the A-V center to find out what is meant by an audio-visual program. The principal and the A-V director take the citizens on a tour of the school. Here in various rooms are shown, in use, bulletin boards, blackboards, flash cards, slides and filmstrips, movies, tape recorders, and other similar equipment. I believe this set of transparencies should be acquired by every school system for use with business, civic, and other groups in educating the public as to what is meant by an audio-visual program. The entire kit costs \$2.50.

The Schuller bulletins and the TerLouw transparencies are obtainable from the Audio-Visual Commission on Public Information, Room 2230, 250 West 57th Street, New York 19, New York.

EFLA DO IT YOURSELF SHOW

Preparing Photographic Slides in Two Minutes. By use of Polaroid camera models 95, 95A, 110, 700, or 100 and film type 46 or 46 L, it is possible to make transparencies which are then developed for use within two minutes. This will produce slides $2\frac{1}{4} \times 2\frac{1}{4}$ or $3\frac{1}{4} \times 4$. Larger transparencies may be made with a standard enlarger. A Polaroid Copy Maker, Model 208, is available for making photographs of material $11" \times 14"$ or smaller. The Copy Maker includes two fluorescent lights and a built-in electric timer for timing exposure and development. Other accessories are also available. Contact your local dealer or the Polaroid Corporation, Cambridge 39, Massachusetts.

Polaroid Land Projection Film, Type 46 or 46 L, eight-exposure roll, \$3.49.

Polaroid Copy Maker, Model 208, \$99.75.

Polaroid Dippits #644 for type 46 film, \$1.10; #646 for type 46 L film, \$1.40.

Polaroid Slide Mounts #630 or #632, \$1.50 per box of 16.

Polaroid Projector Model 610, \$109.75.

Embedding Biological Materials in Plastic. A display of specimens embedded in transparent plastic was shown. The method of production is relatively simple. A form is partially filled with transparent plastic and allowed to harden. A specimen is then placed on the space and another layer of plastic poured on to hold it in place. Finally, a third layer of plastic completes the mold. Often only two layers may be necessary, or it is possible sometimes to do it with one layer. Complete directions may be found in the Turtox Service Leaflet #33, General Biological Supply House, 761-763 East 69th Place, Chicago 37, Illinois.

Producing Low-Cost Projection Transparencies. The Kwik-Kopy B-4 luno print photo copy machine was demonstrated, showing that transparencies can be reproduced up to $10\frac{1}{4}" \times 14\frac{3}{4}"$. This machine will copy anything that is drawn, typed, stamped, printed, photostated, or reproduced in any other manner. One advantage of this machine is that it is easy to reproduce anything from a single page of a book. The machine is so designed that one sheet may be inserted in the machine and held perfectly

flat, enabling a clear picture to be reproduced. In addition to the transparencies, this machine will also reproduce on many other types of photo-copy paper. Processing takes only a minute with the built-in processing unit. Six toning colors are offered by which transparencies may be tinted or toned in a tray to produce dramatic effects. Cost of luno-print combination printer and developer, legal size, No. B-4, \$275. Complete price list of processing solution and photo-copy supplies may be obtained from Kwik-Kopy Company, 608 South Dearborn Street, Chicago 5, Illinois.

Transferring Pictures from the Printed Page. (Mankato State Teachers College). The process described below is particularly fascinating if one has never seen it done before. The ink from a high-gloss picture is actually removed from the paper and made into a transparency. In this process the only limitations are the size of the transparent material available. The big advantage is that the original colors on the picture become the colors on the screen. To make a transparency: (1) coat the picture and the transparent material with rubber cement; (2) place the rubber cement surfaces together; (3) insert in a pan of lukewarm water and detergent; (4) after it has soaked, peel the paper away from the ink; (5) using a razor blade, squeeze the rubber cement tightly against the transparency; (6) coat the ink surface twice with a plastic spray. Complete information may be obtained from the Audio-Visual Center, Indiana University, Bloomington, Indiana.

Producing Transparencies from Printed Material and Original Illustrations. The Ozalid ammonia process was demonstrated with use of the Projecto printer and developer. This process is particularly desirable for the production of overlay transparencies, each overlay in a different color. Use of the Projecto printer to make a transparency from an opaque page requires two steps: (1) a negative transfer paper is exposed to the material to be copied; (2) The negative is then developed in contact with a transparent film. The result is a positive transparent copy. By use of the transparent copy, or any other translucent material, transparent diazo copies can be made by exposure in the Projecto printer and developed in dry ammonia vapor. Cost of the Projecto printer and complete kit of accessories #800-068 is \$315.75. There are ten transparency colors available. A full listing may be obtained from Ozalid, Johnson City, New York.

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